

TWENTY-THIRD ANNUAL REPORT
OF THE
Department of Education
OF THE
PROVINCE OF ALBERTA

1928

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EDMONTON:
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1929

DEPARTMENT OF EDUCATION,

EDMONTON, DECEMBER 31, 1928.

TO HIS HONOUR

WILLIAM EGBERT,

Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1928.

Your obedient servant,

PERREN BAKER,

Minister of Education.

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EDMONTON, ALBERTA,

December 31, 1928.

THE HONOURABLE PERREN BAKER,
Minister of Education,
Edmonton, Alberta.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1928. It contains reports from the Deputy Minister, Supervisor of Schools, Chief Inspector of Schools, High School Inspectors, Director of Technical Education and Principal of the Institute of Technology and Art, the Normal School Principals, Secretary of the Department, Registrar, Statistician, Chief Attendance Officer, and Managers of the School Book and Debenture Branches. The statistics dealing with the attendance of pupils at the public, separate and private schools of the Province are for the school year commencing July 1st, 1927, and ending June 30th, 1928. The financial and departmental reports refer to the year ending December 31st, 1928.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

THE HONOURABLE PERREN BAKER,
Minister of Education,
Edmonton, Alberta.

SIR,—

I have the honour to submit for your consideration the twenty-third annual report of the Deputy Minister of Education, covering the year 1928.

SCHOOL DISTRICT ORGANIZATION

This year was one of progress and expansion along educational lines. Fifty-six new school districts were organized during the year, and of these thirty-three are located north of Township 53, and seventeen north of Township 70. These latter schools are located in the territory newly opened up in the Peace River district.

Progress has been made by trustees in providing modern and commodious buildings in the rural school districts. Eighty-one new one-room rural schools and thirteen two-room buildings were erected during this year, and a large number of old school houses were renovated and made up-to-date by improving the lighting, heating and ventilating systems. In addition to the schools erected in the rural districts a large number were built in the cities and towns throughout the Province.

OPERATION

The introduction of the equalization grant has enabled a large number of districts that formerly operated only a short period each year to remain open for at least eight months. The attendance has been more regular, and the average period for which the schools have operated has been increasing yearly. In the school year 1927-1928 many schools were closed for nearly a month owing to an epidemic of infantile paralysis, but even with this handicap the average period of operation was 184.61 days for the school year.

ENROLMENT AND SECONDARY EDUCATION

The total enrolment for the school year 1927-1928 was 159,086, an increase of 4,706 over that of the preceding year. The total number in grades above the eighth was 18,208, or 1,720 more than the number enrolled in these grades in the preceding year.

In 1906 the percentage of students in grades above the eighth was 2.41. In 1916 these grades included 5.8% of the students. In the past school year the percentage of students in grades above the eighth was 11.44. The remarkable increase in the number of students wishing to obtain a high school education has created a problem in connection with accommodation and tuition facilities. The secondary schools in the cities, towns and villages of the Province are filled to capacity, and improvement is necessary for the accommodation and instruction of students from rural districts.

TEACHER-TRAINING

During the last few years marked progress has been made in equipping teachers for their work. The permit teacher and the third-class teacher have almost disappeared, and now the second-class certificate is the license of lowest grade that is issued by the Department.

The length of the Normal School session has been extended, and the time devoted by the teachers-in-training to observation and practice teaching has been doubled. In addition to this work, each teacher-in-training must spend one week during the year in observation, teaching and administration in a rural school under the supervision of a capable rural teacher who has been recommended by an Inspector of Schools. Each young teacher thus becomes acquainted with the organization and direction of the work in a rural school before she is granted a license to teach. She is therefore more fully equipped for service in ungraded schools.

A new Normal School has been opened in temporary quarters in the city of Edmonton this year to provide more accommodation and practice-teaching facilities for the large number of teachers who must be trained in order to keep our schools supplied. There are 762 students receiving training at present in the three Normal Schools.

Provision has also been made for the professional training of University graduates who wish to enter the teaching profession, and classes for these students will be organized at the University of Alberta in the autumn of 1929.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,

Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN)

During 1928, as in former years, the Department of Education made arrangements for the education of the deaf and blind children of the Province in special schools for such pupils in Manitoba, Ontario, Quebec and British Columbia.

Forty-five deaf children attended the Manitoba School for the Deaf at Winnipeg. At the commencement of the September term seven new pupils were admitted to this school. In the schools for the deaf in Montreal five children attended from Alberta; four of these were French-speaking and attended schools conducted mostly in that language. The other pupil is in attendance at MacKay Institute. Five deaf children from this Province also attended the British Columbia School for the Deaf and Blind at Point Grey, Vancouver. This makes a total of fifty-five deaf children taken care of during the year. Six of these, however, did not return to school at the beginning of the September term, either through having finished the course or because of illness.

Twelve blind children from this Province attended the Ontario School for the Blind at Brantford, Ontario. Two of these pupils came from Saskatchewan, but as their parents are now living in Alberta this Province assumes responsibility for them. Two of the older pupils did not return for the September term, so that the number of Alberta children in attendance at this school at the end of the year was ten. In Montreal there are two blind boys from Alberta attending the school for the blind. One of these boys has been in attendance for a number of years and will complete his course in June, 1929. At the present time there is only one blind pupil from this Province attending the school in British Columbia.

I escorted the children to Brantford and Montreal when they returned for the September term. While in the east I took the opportunity of visiting the different schools for the Deaf and Blind. There are three schools for the deaf in Montreal: the Institution des Sourdes-Muettes, the Institution des Sourds-Muets and the MacKay Institute. Instruction in the two first-mentioned is given mostly in French, although classes in English are also conducted. Great stress is now placed on the oral teaching of the deaf, and wonderful results are achieved. In MacKay Institute, in addition to deaf children, children with defective speech are also trained, and so this school covers a very special field. There are about two hundred pupils in the Institution des Sourdes-Muettes, one hundred and thirty-five in the Institution des Sourds-Muets, and eighty-five in MacKay Institute.

There are in Montreal two schools for the blind. The one conducted by the Grey Nuns is located on St. Catherine Street. We have two boys from Alberta in attendance at this school. This is a

very old school, and the teachers have had a great deal of experience in taking care of blind children. It devotes a great deal of attention to training in music. The other school is conducted by the Montreal Association for the Blind. The number of pupils enrolled is small, but in addition to the school the Association conducts a work-room for the adult blind, giving employment to a number of such persons.

At Belleville, Ontario, is located the Ontario School for the Deaf. It is probably the largest school of its kind in Canada, having over three hundred pupils enrolled. Dr. C. B. Coughlin, who died recently, was a leader in the work for the deaf, and brought this school to a high state of efficiency. Commencing with the September term he started classes of secondary grade, intending to give the advanced students at least one year of high school work. At the present time we have no pupils at Belleville, as the Superintendent felt that he did not have a sufficiently large staff of teachers to care for a greater number of pupils.

At Brantford, Ontario, a similar School for the Blind is maintained by the Province of Ontario. This school has been conducted for over fifty years, and is ideally situated for taking care of blind children. For years the majority of the blind children from Alberta have attended this school and received excellent training.

I also visited the Manitoba School for the Deaf at Winnipeg, where the largest number of our deaf children are in attendance. This school is housed in quite a modern building planned to meet the requirements of educating deaf children. An excellent elementary education is given to all the pupils in this school. Some have even matriculated to Gallaudet College in Washington, D.C. This is a college for advanced work for the deaf. I found our Alberta students making excellent progress.

In addition to the expenditure made in connection with these schools the Department also assisted a blind boy who is taking his degree at the University of Alberta. Arrangements were made so that he could receive special tuition during the year. A grant of five thousand dollars was again made to the Canadian National Institute for the Blind. This organization does work particularly among the adult blind, providing a certain amount of home teaching, care, and assistance in obtaining reading matter. The officials are considering the question of starting workshops in this Province similar to those now in operation in certain of the other provinces. The Institute is also very interested in sight-saving classes, and such classes are now being conducted in a number of cities. I visited these classes in the City of Toronto, and while they have not been in operation long, a very fine type of work is being done. Pupils with very little sight are acquiring an education without impairing the measure of sight they possess.

SUB-NORMALS

The special assistance given to districts providing classes for sub-normal students was continued in 1928. The total amount of this special grant was \$5,723.35, distributed as follows:

Location.	No. of Teachers	No. of Pupils	Ages	Amount of Grant Paid
Edmonton	2	20	7-16	\$1,538.35
Calgary	5	89	7-16	3,560.00
Lethbridge	1	9	9-14	625.00

LOANS TO NORMAL SCHOOL STUDENTS.

The Department continued the policy of making loans to Normal School students to enable them to complete their courses; these loans being made only to students who were obliged to board away from home. During the academic year 1927-28 three hundred and twenty-four students took advantage of this policy, receiving loans totalling \$114,535.00. The repayment of former amounts borrowed was particularly good, and there is very little difficulty experienced now in making collections. Collections to apply on these loans amounted to \$96,350.32 principal and \$11,866.80 interest.

LOANS TO SCHOOL DISTRICTS

Due in a measure to the legislation providing for equalization grants, the requests for loans were not numerous; eleven districts received loans to an amount of \$4,325.00. Collections to apply on the loans amounted to \$47,403.32 principal and \$33,656.43 interest.

OFFICIAL AUDITORS

There were 860 official auditors for the year 1928. The work of these officials was very satisfactory, and in every case where a shortage was discovered there was no difficulty in securing a settlement either by the official responsible making good the amount or by calling on the Bond Company. Shortages occurred in eight districts where it was not possible to collect from the officials responsible, and the Bond Company paid some \$1,725.93 in settlement of these shortages.

REPORT OF INSPECTOR OF HIGH SCHOOLS

(J. A. SMITH)

At the end of the year 1928 there were 225 teachers engaged in high school work exclusively, and who thus come under my supervision. This is a substantial increase over the number reported last year. All but six of these teachers were inspected once and five received a second inspection. It is my opinion that time should be available for two inspections of the town and village high schools where, as a rule, the personnel of the staffs changes annually, and in many instances semi-annually. A second inspec-

tion of those schools would be much appreciated by the trustee boards. The number of one-room high schools, or schools where the senior room is devoted exclusively to the work of Grades IX, X and XI, is increasing at an exceedingly rapid rate. This year five such schools have been added for the first time to my already large inspection list.

The problem of providing high school accommodation is still pressing heavily upon many boards of trustees. The accommodation and school facilities during the past few years have not kept pace with the increased high school enrolment. The trustee boards of Red Deer and Drumheller have this year attacked this problem in a fearless, business-like and successful way, and have provided these towns with modern high school accommodation and facilities for the most effective work. This new environment should have a marked influence on secondary education in these towns. In Calgary one large high school building has been completed and is in operation, and a second one is in the course of construction. The high school building programme of the Calgary Board, when fully carried out, should look after the needs of secondary education in this city for a number of years. A building programme will occupy the attention of many other Boards at a very early date.

The most difficult problem in secondary education that the school boards have to face, and in the presence of which all others seem insignificant, is that of securing properly qualified and trained teachers. This problem was more acute last year than at any time in the past. Our supply of high school teachers from outside the Province has been practically cut off, and the school boards of our urban centres have been forced to look to the small high schools of the Province for their teachers. Before the beginning of the present school year the four cities, Calgary, Edmonton, Medicine Hat and Lethbridge, attracted approximately twenty-five of the best teachers from the town high schools. These teachers were selected on the basis of sound scholarship, thorough training and successful experience. This migration yearly of our most capable teachers to the large centres has reduced to a marked degree the efficiency of the teaching staffs in the town and village schools. The scarcity of male teachers with sound scholarship, experience, administrative ability and inspiring leadership who are needed to fill the position of principal in these schools is very serious. It is a matter of grave concern that the teaching profession in this Province cannot attract the best type of young men. There must be a reason. In the small schools of my inspectorate there are 123 teachers devoting full time to high school work. Of this number only 43 are University graduates. I fully realize that personal equipment is a most vital factor in successful training, yet I am somewhat alarmed at the marked decrease in scholarship in the staffs of these schools. President Wallace, of the University of Alberta, seems to have a very keen interest in the high school teaching problem, and since the responsibility for the training of high school teachers is in his hands, he will no doubt encourage more of his capable students to select teaching as a permanent profession. I am, therefore, hopeful that in the near future our town high schools will be manned by a body of highly trained,

devoted and happy men and women who have selected teaching as their life-work.

While it is a matter of congratulation that our high school classes are being rapidly filled, yet many children from rural homes are denied the advantages of an adequate high school training. Even where the parents are able financially to send their children to a town or city school, the problem is not solved. The danger involved in young people leaving home too soon is quite serious. A solution nearer home must be found. The possibilities for a sound type of secondary education in rural communities as outlined in your new scheme of rural education should make a very strong appeal to all who have any interest in secondary education.

Our high school programme is still receiving intermittently some unfavorable criticism. These criticisms, as a rule, originate with parents whose children are not serious in their attitude to school work and therefore cannot meet with success, and in communities where the teaching service is inefficient. I have in mind a number of one, two, three and four-room high schools where the percentage of successful candidates on the basis of units ranged from 85 to 93 on the past Departmental Examinations. I have also in mind a number of schools of the same type where the percentage fell below 70. The same programme of studies was used in these schools, but the students did not receive the same teaching service. This difference is also apparent in the high schools of a city system. It is not my intention this year to report again in detail on the success of the methods of handling the different subjects of the course. The teachers who look upon their positions with some idea of promotion are giving careful thought to the interpretation of the content of the subjects they are required to handle and to the best methods of presentation. These teachers themselves provide the proper conditions for the stimulation of professional spirit and professional attitude toward school work. In the city schools of my inspectorate there are few teachers who have been long in the service who appear to be content and static. The assurance of holding their positions at all odds has not acted as a negative stimulant to professional growth.

A convention of high school teachers from the Calgary, Olds, Bassano and High River public school inspectorates was held in Calgary in November, with an approximate registration of eighty teachers. A similar convention was held in Lethbridge on the same dates. These conventions gave definite evidence of the stimulus they are exerting in the direction of improved methods of teaching, the organization of subject matter, the proper adaptation of the Course of Studies to particular conditions, and to a certain extent the realization of the value of the school in developing the physical and social gifts of the students. The teachers in attendance at the Calgary Convention are very much indebted to a number of teachers from the Calgary high schools for their valuable contribution to the success of the convention.

REPORT OF INSPECTOR OF HIGH SCHOOLS

(E. L. FULLER)

The year 1928 was marked by continued growth in the demand for secondary education and in the facilities required for offering it. Concrete evidence of this fact is found in the number of new centres that have been established and in the number of additional rooms that have been organized. During the year, twelve districts in my territory became high school centres for purposes of inspection; that is to say, they now have at least one teacher who devotes his time exclusively to grades above the eighth. Seven new rooms were also added to the older schools, making a total of nineteen extra teachers to be visited during the present academic year.

Associated with the increased demand for secondary education, and arising out of it, there has developed a shortage of capable and experienced teachers. Boards, particularly in the small centres, are experiencing difficulty in securing principals with the peculiar qualifications necessary for success in the small high school. Town boards, also, are having trouble in finding assistants with the scholarship essential to give effective instruction in certain subjects. At the present time, for example, it is next to impossible to find teachers who have both the experience and the training that are required to teach efficiently the higher units of Latin.

During 1928, one district in my territory, viz., Vermilion, erected a new high school to take care of its growing attendance. At least three other districts, all large towns, are proposing to erect buildings in the course of a year or two. It is to be hoped that the boards in each case will make provision for schools that will both meet present requirements and permit of future expansion. As urged in my last report, it is highly advisable that trustees contemplating a building programme should be given extensive advice and direction regarding the features that should be incorporated in the up-to-date secondary school.

The regulation raising the standard of the Public School Leaving Examination went into effect for the first time during 1928. The minimum requirements for passing are now 40% of the marks in each paper and 50% of the total. It is worthy of note that in the course of my visits during the fall term no complaint was raised by any teacher regarding the calibre of this year's Grade IX classes. In my opinion the change which was made has been more than justified.

During the past year, more especially in the second term, there was a drop in the average quality of the instruction which I observed in the schools coming under my jurisdiction. The cause may be ascribed, in part, to the scarcity of teachers. Another contributing factor, however, is the tendency on the part of certain school boards in making appointments to neglect proper consideration of scholarship. In several instances, in the one-roomed high school, teachers are to be found who hold only second class non-professional and professional certificates. As a result, they are called upon to give instruction up to the level of their own academic standing.

Naturally their teaching is characterized by lack of breadth and narrowness of outlook. It is also deficient in other qualities that are essential for moulding successfully the characters of adolescent students. In my opinion, the time has come for a regulation making a first class certificate the minimum requirement for all teachers who in future will be engaged to give regular instruction in our secondary schools.

It was feared that the enforced closing of a large number of schools during the fall term of 1927 would have a serious effect on the success of students at the departmental examinations at the end of the academic year. I am pleased to be able to report that such did not prove to be the case, and that the percentage of credits earned by the candidates of the Province as a whole was higher than in the preceding year. This improvement took place in spite of the fact that there was no lowering of the standard of the final examinations.

I have already referred in my report to the scarcity of capable and experienced high school teachers. The steps taken by the Department of Education in conjunction with the University to provide professional training, beginning with the ensuing year, for students who aim to prepare themselves for the important work of education, come at a most opportune time. My experience as an inspector, however, leads me to the opinion that the best results will be secured only if the training of the new teachers is based on an academic background at once thorough and in a large degree parallel with that which will be of direct use in giving instruction in the subjects of our secondary curriculum.

REPORT OF THE SUPERVISOR OF SCHOOLS

(G. FRED McNALLY)

TEACHER-TRAINING

Practical experience under class-room conditions is everywhere regarded as an essential feature of an adequate preparation for teaching. Through the co-operation of the inspection staff and the trustees and teachers of certain selected rural schools, all teachers-in-training had for the first time a week of intensive practice in rural schools. So successful was this felt to be that the practice will be made a permanent feature of teacher-training for the future.

It became evident when the classes assembled in September last year that the capacity of the Normal schools at Calgary and Camrose was no longer sufficient to provide the number of teachers required. Plans were accordingly made for the opening of a third school in Edmonton. The boards of school trustees, acting for both public and separate school ratepayers, offered generous facilities for practice work, while the former also undertook to furnish class-room space during the period required for the construction of the new building. A site was secured on the University Campus, at the head of Whyte Avenue, and before the end of the year the general contract for the building was let.

In the meantime, a portion of the King Edward school was placed at the disposal of the Department, and the Edmonton Normal School re-opened its doors at the first of September. Approximately two hundred students are in attendance. This has materially reduced the loads of the other schools, and as a consequence better work is probably being done in fitting young people for the important task of teaching than ever before. It is expected that the Edmonton School will occupy its own building at the beginning of the session 1929-30.

A FACULTY OF EDUCATION

For several years there has been discussion of plans looking towards a more adequate preparation of teachers for the secondary schools. As a result of a series of conferences held in the fall, it has been definitely arranged that the University will establish the necessary organization for such training during the early part of next year. Classes will begin with the opening of the next college year. An advisory committee, with President Wallace as chairman, will work out the details as to curricula, practice and staff requirements during the winter.

COURSES FOR PRE-VOCATIONAL AND TECHNICAL SCHOOLS

Details of courses better suited to pre-vocational schools were drawn up during the summer and distributed to the schools in September. The city of Calgary is building a Technical High School. In anticipation of the opening of this institution, committees have worked on the details of a curriculum. The subjects and their relative values have all been agreed upon, and outlines of courses are now being prepared.

TEXT-BOOKS

One change in text-books took place this year. A new Geometry by McDougall and Sheppard replaced the Baker book, which had been in use many years. The new text has been written specifically to our course of study. The new books in Writing were ready for distribution at the opening of the second term. The series consists of two books for pupils, Book I for Grades I-III, and Book II for Grades IV-VIII, and a Teachers' Manual with many suggestions for using the course and the books effectively. The high school text in Agriculture was completed during the summer, and is now in use. A new text for the elementary schools in the same subject went into use in September. Efforts are now being made to secure a more usable text in General Science, a text in English Grammar designed for one year's work, and a treatment of Chemistry suited to our outlines of the third and fourth high school years.

THE SUMMER SESSION

The Summer Session of 1928 was made memorable by the visits of two outstanding lecturers, viz., Dean Geo. A. Works, of the University of Chicago, and J. J. Bailey, of the Toronto Technical

School. Dean Works met the inspectors and Normal School instructors in a series of lectures on Education, which were instructive and inspirational. Mr. Bailey's work was done entirely in the field of Penmanship. He met the inspectors and Normal School instructors and three large classes of teachers. His enthusiasm and skill have done much to promote an intelligent interest in the subject. Including those enrolled in the University section, five hundred and seventy-seven teachers were in attendance, and the usual programme of courses carried out. This was one of the best sessions ever held.

READING COURSE

The usual Reading Course tests were given in May. Seven hundred and six teachers submitted papers, of which six hundred and seventy-six were of sufficiently high quality to entitle the authors to credit.

CORRESPONDENCE COURSES

The work being done by the Correspondence Course Branch continues to grow, and is now generally recognized as a part of the educational life of this Province, touching the lives of numbers of children who are handicapped by reason of lack of school facilities.

During 1928 over three hundred new pupils were added to the enrolment, while a large number of students enrolled in previous years continued to take advantage of this method of instruction. Pupils in all grades from I to VIII inclusive have received help. A large proportion of these belong to districts where the schools operate for short terms. The results in many cases have been very gratifying, and we have ample evidence of the appreciation of pupils and parents alike. Of the thirteen enrolled in Grade VIII in the spring term, ten wrote on the Departmental examinations, and all were successful.

REPORT OF THE REGISTRAR

(H. J. SPICER)

DEPARTMENTAL EXAMINATIONS AND TEACHERS' CERTIFICATES

The annual Departmental Examinations for Grade VIII and High School candidates were held during the last two weeks of June. Seven thousand five hundred and twelve Grade VIII candidates wrote on these examinations, an increase of 87 over the previous year. Of this number, 4,706 were successful, while 1,900 were recommended for promotion by their principals.

Fourteen thousand one hundred and forty-two candidates wrote on the June High School examinations, an increase of 1,527 over the previous year. In addition, 1,530 candidates wrote on supplemental examinations in September, a decrease of 491 from the previous year. There were 407 candidates for the commercial examinations, a decrease of 40 from the previous year.

The number of certificates issued to teachers showed an increase over the previous year, due mainly to the larger number of students who attended our Normal schools in 1927-28. A number of teachers continue to come to Alberta from other provinces, so that the supply of fully trained teachers is now practically adequate for all demands. The statistical tables submitted herewith give full details concerning certificates issued and examination results.

DEPARTMENTAL EXAMINATIONS, 1928

Examination	No. of Candi- dates	Total	Increase over 1927	Decrease over 1927
Grade VIII	7,512	7,512	87	....
*HIGH SCHOOL				
JUNE—				
First Year	5,711	....	....	....
Second Year	3,547	....	....	....
Third Year	3,222	....	....	....
Fourth Year	1,662	14,142	1,527	....
Commercial—				
First Year	270	....	....	....
Second Year	132	....	....	....
Third Year	5	407	....	40
SEPTEMBER—				
Third Year	974	....	....	....
Fourth Year	556	1,530	....	491
		23,591	1,614	531
Net increase.....			1,083	

*Candidates are classified in the year of the highest unit written.

ANALYSIS OF RESULTS

JUNE, 1928

Grade VIII candidates passed	4,706
Grade VIII students granted standing on recommendation under Sections 6 and 7 of the General Regulations	1,900

ANALYSIS OF RESULTS BY UNIT

UNIT	Number of Candidates	Number who Passed
Agriculture 1	1,639	1,078
Agriculture 2	924	826
Algebra 1	6,215	4,526
Algebra 2	3,765	2,631
Algebra 3	668	426
Arithmetic 1	2,297	1,821
Art 1	3,484	2,824
Art 2	364	183
Biology 1	79	61
Chemistry 1	2,048	1,784
Chemistry 2	242	157
Composition 1	6,046	5,123
Composition 2	3,695	3,225
Composition 3	2,500	2,236
Composition 4	1,019	810
French 1	3,959	2,744
French 2	1,813	1,250
French 3	495	453
General Science 1	6,072	5,011
Geography 1	2,248	1,801
Geometry 1	5,802	4,428
Geometry 2	2,974	2,078
Geometry 3	712	507
German 1	94	83
German 2	45	32
German 3	17	17
History 1	6,619	4,282
History 2	3,683	2,658
History 3	2,290	1,791
History 4	823	584
History of Literature 1	475	300
Household Economics 1 (Theory)	21	19
Latin 1	1,975	1,319
Latin 2	772	628
Latin 3	227	181
Literature 1	5,983	4,499
Literature 2	3,381	2,458
Literature 3	2,346	2,016
Literature 4	914	701
Music 1 (Theory)	17	12
Music 2 (Theory)	4	1
Music 3 (Theory)	3	2
Physics 1	2,861	2,004
Physics 2	684	516
Trigonometry 1	816	644
Greek 2	1	1

SEPTEMBER, 1928

UNIT	Number of Candidates	Number who Passed
Agriculture 2	52	39
Algebra 2	260	88
Algebra 3	76	26
Arithmetic 1	141	46
Art 2	47	32
Biology 1	15	7
Chemistry 1	75	8
Chemistry 2	20	7
Composition 3	133	40
Composition 4	126	81
French 2	185	85
French 3	27	22
Geography 1	124	51
Geometry 2	203	50
Geometry 3	52	27
German 2	11	6
German 3	2	2
History 3	185	118
History 4	86	64
History of Literature 1	49	25
Latin 2	66	26
Latin 3	30	13
Literature 3	105	58
Literature 4	101	72
Physics 2	68	17
Trigonometry 1	50	28

DIPLOMAS ISSUED

Grade VIII	6,281
High School (Third Year)—	
Normal Entrance	1,257
University Matriculation	174
General Course	11
	1,442
High School Graduation—	
Normal Entrance	324
General Course	54
	378
Commercial	16
Total.....	8,117

EXAMINATION CENTRES

June	2,076
September	24
	2,100

CERTIFICATES ISSUED DURING 1928

	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Professional Certificates (Permanent)						
Alberta Teachers:						
Academic Class	37				37	
First Class	267				267	
Second Class	493				493	
Saskatchewan Teachers:						
First Class (on N.W.T. Standing).....		1			1	798
(b) Interim Certificates						
Academic Class:						
Alberta Teachers	13				13	
Teachers from British Columbia		1				
Teachers from Saskatchewan		4				
Teachers from Manitoba		2				
Teachers from Ontario		1			8	
Teachers from United States				1	1	22
First Class:						
Alberta Teachers	203				203	
Teachers from British Columbia		2				
Teachers from Saskatchewan		7				
Teachers from Manitoba		2			11	214
Second Class:						
Alberta Teachers	530				530	
Teachers from British Columbia		37				
Teachers from Saskatchewan		22				
Teachers from Manitoba		10				
Teachers from Ontario		17				
Teachers from Quebec		1				
Teachers from New Brunswick		4				
Teachers from Nova Scotia		4			95	
Teachers from England			7			
Teachers from Ireland			1		8	
Teachers from United States				1	1	634
Third Class:						
Alberta Teachers	88				88	
Teachers from Manitoba		1			1	89
(c) Provisional Certificates						
Permits and Letters of Authority	14				14	14
	1,645	116	8	2	1,771	1,771

N.B.—The table shown above includes in its Alberta lists 119 certificates re-issued on account of teachers having changed their names by marriage, and 137 re-issued on account of teachers having qualified for certificates of higher class than those originally issued them.

REPORT OF PROVINCIAL NORMAL SCHOOL, CALGARY
(E. W. COFFIN, *Principal*)

ENROLMENT

The Session of 1927-28 re-opened after the Christmas holidays on January 4th. There were eight additions to the roll, one in the First Class and seven in the Second. Of these, four were new students who had taken Normal or Model School courses elsewhere, three in Canada and one in the United States, while the others were students of previous session who had not fulfilled the requirements.

The following tables give the figures of attendance and certification:

ATTENDANCE TABLE

SECOND TERM 1927-28

	Academic	First Class	Second Class	Totals
Men	4	29	40	73
Women	6	96	232	334
Totals.....	10	125	272	407

FIRST TERM 1928-29

	Academic	First Class	Second Class	Totals
Men	1	27	36	64
Women	4	76	212	292
Totals.....	5	103	248	356

ACADEMIC STANDING FOR ADMISSION

SECOND TERM 1928

	Undergraduates	Grade XII	Grade XI	Total
Alberta	1	100	245	346
Manitoba .....	.....	.....	1	1
Ontario .....	.....	.....	1	1
Saskatchewan	1	1	1	3
Totals.....	2	101	248	351

ACADEMIC COURSE

Degree	University	Totals
Second Term 1927-28—		
M.A.	University of Alberta	1
B.A.	University of Alberta	6
B.Sc.	University of Alberta	2
B.A.	McGill University	1
First Term 1928-29—		
B.A.	University of Alberta	4
B.Sc.	University of Alberta	1

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES

Academic Interim	10
First Class Interim	118
Second Class Interim	229
Third Class	37
Letter of Authority	1
Failures	10
Withdrew	2
Totals.....	407

This session was rather remarkable for the steadiness of the attendance and the freedom from epidemic conditions. Only two students withdrew during the course, and these both from chronic causes.

During the summer the Principal, Miss Dickie, Miss Fisher, Miss Chittick, and Messrs. Hay, Lord, McKerricher and O'Hanlon were on duty at the Summer School; Messrs. Hutton and Scott on leave at the Coast; Mr. Loucks on leave in Ontario, and Mr. McCalla at the University of Chicago, where he took special work in Education. On the re-establishment of the Edmonton Normal School in August, Mr. Lord was transferred thither as Principal and Miss Dickie as Instructor in English. Miss C. W. Dyde, who had supplied in Miss Dickie's absence in 1926-27, returned as her successor, and Mr. G. K. Sheane, of the Strathcona High School, Edmonton, succeeded Mr. Lord as Instructor in Mathematics.

In the Practice School a re-arrangement of the constituency called, as in 1926-27, for a second Grade VIII, and to this end Grades I-IV were consolidated in three rooms. Mr. B. L. Cook, Principal, who had been on overseas exchange, resumed his duties, and with Mr. B. O. Millar in the Second Grade VIII and Mr. N. J. Kennedy in Grade VII, we have three male teachers of experience on the Practice School staff.

The session of 1928-29 opened on September 4th, two weeks earlier than usual, with an enrolment of 356: First Class, 108, including five university graduates; and Second Class, 248. The male students seem to be decreasing in number, probably owing to the revival of industrial and commercial opportunities. The student age shows a much smaller range than in former years, as all but a very few of our students are the recent product of our own high schools. The percentage of men and women students for the seven sessions held in the present building, that is, since the enrolment first reached the 350 mark or over, is shown in the following table:

	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29
Men	30%	23.2	36.5	26.3	25.4	17.6	17.9
Women	70%	76.8	63.7	73.7	74.6	82.4	82.1

This session marks a departure from the usual scheme of observation and practice teaching. Since 1922, when we entered the new building, we have had the use for intensive practice of from eight to twenty-four rooms in the city in addition to those of our Practice School. This provision has given us from twelve to fifteen practice lessons per student, with detailed reports on each. We have also had, for a number of years, the use of one single-room and one two-room rural school just outside of the city, and in these upwards of 50% of our students spent two full days each in observation and teaching. This session, by arrangement between the Minister and the Calgary Public and Separate School Boards, students were admitted, two per room, for the forenoons of two weeks, into 180 rooms of the city schools. Here they spent the Monday forenoons in observation, and the remaining days of each week in teaching, each student receiving two assignments per day. The afternoons during this period were spent at the Normal School in preparation for this teaching, so that the regular class programme

of the Normal School was suspended. By this provision, each student had the opportunity of a maximum of sixteen lessons, and in addition from three to five in the Practice School, which, of course, continued its regular service. However the city teachers may have felt about this little intrusion into their class-room routine, they gave our students the most considerate treatment, and the most cordial spirit prevailed between "host" and "guest." We could not expect the same detail of report and criticism as from the Practice School, but the students got, at least, a more extensive practice.

The first venture of this kind was made in February, and was carried through for two consecutive weeks. On a renewal of the arrangement for the 1928-29 session, however, it was felt one week at a time would be a less serious interruption of the school rooms, and, accordingly, we arranged with the Superintendents of Schools, Dr. Scott and Mr. Kinahan, for the use of all their schools in two divisions, one week for each division, in the first two weeks of December. The assignments required were reduced to one per student per day; that is, two instead of four student lessons per room. This will be repeated in February, 1929. These modifications have considerably lessened the burden on the city teachers as well as on the students, allowing the latter to make more adequate preparation. And thus, also, whatever the degree of success of the teaching effort itself, the amount of well-selected lesson material taken into the class-room is considerable. During this time, of course, all members of the Normal School staff are free to take part in lesson criticism, and they have been most diligent in these duties. Speaking in round numbers, of the 2,800 practice lessons taught during the two weeks in December, more than 350 were reported on intensively by the 11 members of the staff. The Director of Practice, Mr. J. M. Scott, has assigned an equal portion of the student body to each instructor with the responsibility on the latter of reporting on the teaching success of each student in the group. To this end, the several instructors give special attention to their wards, in respect not only of their practice teaching, but also of their needs and difficulties in all the work of the course.

Another venture was that of a week of apprentice work in the rural schools of the Province. Through the good offices of the Chief Inspector of Schools and of the local inspectors, each student was assigned to some rural school, either for the week immediately preceding or that immediately following the Easter holidays. Half of the student body went out each week, everything possible being done to locate them at a minimum of cost in transportation and residence. A very large proportion were able to get this apprentice work in or near their home districts, and students from the cities were assigned, in most cases, to schools within easy driving distance.

The students' reports on this experience have been full of enthusiasm. Teaching under actual school conditions made a strong appeal, and several of them seemed to return to classes at Normal School with some reluctance. There is no doubt that such an opportunity as this saves the novices from a great deal of fumbling and groping in their first attempts to manage a one-room school.

During the last few weeks of the year we suffered, along with all others, semi-epidemic conditions. At one time as many as 60 students were absent through illness, and several spent their holidays in bed. All mid-session tests were postponed, and the school closed for the Christmas vacation on December 20th.

REPORT OF PROVINCIAL NORMAL SCHOOL, CAMROSE

(G. K. HAVERSTOCK)

ENROLMENT

The statistics in connection with the enrolment are as follows:

ATTENDANCE

	First Class	Second Class	Totals
Second Term 1927-28—			
Men	25	44	69
Women	47	169	216
	72	213	285
First Term 1928-29—			
Men	15	28	43
Women	26	132	158
	41	160	201

AGE AT ENTRANCE

	First Class			Second Class		
	Under	18-19	Over	Under	18-19	Over
Second Term 1927-28—	18	18-19	19	18	18-19	19
Men	4	16	5	3	29	12
Women	14	25	8	43	87	39
	18	41	13	46	116	51
First Term 1928-29—						
Men	0	14	1	1	15	12
Women	14	9	3	45	69	18
	14	23	4	46	84	30

The statistics in connection with the results for the term ending June, 1928, are as follows:

	Honours.	Pass.	Conditioned.	Third.	Failed
First Class ..	4	24	29	13	2
Second Class ..	4	61	97	33	18

THE STAFF

The term of 1928-29 opened on September 5th with the following staff in charge:

Principal, Mathematics, Class Management and Spelling: Mr. G. F. Manning, History and Art (part): Miss E. K. Johnston, Primary Work and Music: Miss E. A. Hastie, Household Science, Hygiene and Writing: Mr. Geo. L. Wilson, Psychology, History of Education and Mathematics; Mr. H. A. MacGregor, Science, which includes Geography, Nature Study and Agriculture; Mr. H. B. Trout, English, which includes Literature, Composition, Grammar and Reading; Miss M. P. Cole, Librarian, and Art (part); Miss Winnifred Marshall, Secretary; Sergeant Barker, Instructor in Physical Training.

THE STUDENT BODY

Due to the opening of the Edmonton Normal School, the enrolment was not as large as in former years. The enrolment for the term was 201, 41 Firsts and 160 Seconds, which made it necessary to organize the student body into five classes.

The student body is drawn from the central part of the Province, which at present does not contain any large centres of population. Our students, therefore, represent what might be called a rural section. This is by no means a handicap, but a value asset to an institution that is training teachers for the one-teacher school in rural communities. Many of the students have received their elementary school training, and a number their first and second years of High School work in a rural school. While the staff stresses the work of the rural school, and makes every effort to fit the curriculum to the needs of the rural school, the first-hand information and experience of many of our students make the task easier and much more effective. On the whole we have a very fine group of men and women with a definite desire to make a worthwhile contribution to the work of teaching.

OBSERVATION AND PRACTICE TEACHING

For observation work the students were divided into groups of three. Each group spent from half to a full day in each division of the elementary school—primary, intermediate and senior. In addition to observing the regular work of the Practice School teacher, each student did a definite piece of class-room work, and took part in carrying out the regular routine of the class-room. This procedure was found very helpful in the regular practice teaching.

During the fall term each student taught four lessons in the Practice School. The lessons were graded on the basis of a five-point scale, A, B, C, D and E—C being taken as average, B above and D below average; A the highest and E the lowest. With a considerable number of individuals rating lessons, uniformity in rating becomes rather a serious problem, but due to a definite understanding on the part of each critic, a high degree of uniformity in rating was secured. Out of 141 ratings taken at random, the following distribution was observed: A—3, B—29, C—76, D—29, E—4. We plan to have each student teach 12 lessons in the public school, and each student in the First Class two lessons in the High School in Grades IX and X. This, together with the Practice Teaching in the rural schools, will constitute the practice teaching for the year.

STUDENT ORGANIZATIONS

Much of the social life of a Normal School student at Camrose centres about the school itself. This gives an excellent opportunity for the development of executive ability and leadership, which are very necessary for successful teaching in any school, but more especially in the one-teacher rural school.

The Students' Union, which meets every Friday afternoon, is the parent body to which the various student activities are responsible: Basketball (boys and girls), hockey, boxing, debating, Glee Club, and Dramatic Society. A social evening is held every two weeks. While there are always a few to whom these activities are the sum and substance of school life, we believe it to be the duty of the school to show our young men and women that properly conducted social life is one of the best kinds of training in the essentials of good citizenship.

TEACHERS' CONVENTIONS

The Principal and Miss Cole took part in the Teachers' Convention for the Camrose Inspectorate. Mr. Manning made the necessary preparation to attend the Oyen Teachers' Convention, but, due to the illness of the late Inspector Aylesworth, the convention was cancelled.

CHANGES IN PRACTICE SCHOOL STAFF

In the Practice School, Mr. C. H. Robinson, M.A., Principal since 1919, was appointed to the inspection staff, and was succeeded by Mr. J. C. Jonason, B.A., a teacher of wide and successful experience. Miss Willcock, who had been on a year's leave of absence, withdrew at midsummer to take up work with the Y.W.C.A. Miss Smith, in charge of one of the primary schools for several years, resigned at midsummer. These vacancies have been filled by the appointments of Miss J. MacKinnon, of Parkland Consolidated School, to Grade I; Miss Hilda G. Meadows, of the Hanna School, to Grades I and II.

With the increased enrolment in the Practice School, it was necessary to open a new room at the beginning of November. Miss G. Taylor was engaged to teach Grades II and III. The service of all these new teachers, during the term just closed, has amply justified their appointment.

It is a great pleasure to report the fine spirit of co-operation, consideration and helpfulness that exists between the Normal and Practice School staffs. The caretakers also have shown their usual interest in the school, and by their ready helpfulness have made possible the smooth running of the institution.

REPORT OF PROVINCIAL NORMAL SCHOOL, EDMONTON

(G. S. LORD, *Principal*)

The Provincial Normal School, Edmonton, was re-instituted in 1928, the former school having been closed in 1923. The school is held in temporary quarters in the old King Edward School, which, after its very thorough-going renovation during the summer, is a well-ventilated, well-lighted, well-heated modern building.

The session of 1928-29 began on September 4th, with an enrolment of 213, classified as follows:

	Academic.	First Class.	Second Class.	Total.
Men	1	9	39	49
Women	3	37	124	164
	4	46	163	213

RELIGIOUS AFFILIATIONS

United Church	91	Salvation Army	1
Roman Catholic	32	Plymouth Brethren	1
Anglican	23	Seventh Day Adventist	1
Presbyterian	19	Nazarene	1
Baptist	15	Not stated	3
Greek Catholic ..	10	Lutherans	6
Greek Orthodox ..	8		
Christian Science	2		213

Twelve students with qualifications for admission to the First Class were not so admitted, owing to lack of accommodation in that class, and elected to be admitted to the Second Class on condition that by successfully completing the course at the Summer School they should receive First Class Certificates. The number of students with a standing of Grade XII or higher is 62, and the number with Grade XI is 151.

The staff is as follows: Mr. G. S. Lord, M.A., Miss Donald J. Dickie, M.A., Mr. A. E. Torrie, M.A., Mr. John R. Tuck, D.Paed., Mr. Geo. M. Dunlop, B.A., Mr. H. C. Newland, M.A., B.Ed., LL.B.

Through the courtesy of the Edmonton Public School Board No. 7, and the co-operation of Supt. G. A. McKee, the following members of the Edmonton Public School staff were appointed to the staff of the Normal School on a part-time basis: Miss E. M. Switzer, Art; Miss L. G. Parnell, Music; Mrs. A. E. Keen, Writing.

The Department of National Defence has placed at the disposal of the school, as Physical Training Instructor, Sgt.-Instructor P. Sutherland.

The appointment of Mrs. R. J. Gaunt, as Hygiene Instructor and School Nurse, has been approved, and she will enter on her duties January 1st, 1929.

The Secretary of the school is Miss Lutie Jessup.

The qualifications of the staff are exceptionally high, and the students are receiving an excellent training.

Our students all received a physical examination by Dr. W. A. McConkey, Medical Health Officer for the school. I present below a summary of his report, made after the examination:

"Of 210 students examined, about 20% have not immunity to small-pox; 41.90% have diseased tonsils; 21.28% have some enlargement (simple) of the thyroid gland; 6% have some teeth defects; 77% are not of normal weight; 23.7% are under the average vitality; 2 have heart lesions. All thyroids have been treated. There was one toxic goitre. There were too many drooping necks, rounded shoulders, flat chests, hollow backs and functional curvatures. The figures on nutrition and vitality are obtained by comparing the age, height, weight and chest circumference according to standard formulae. Other tests will be made as our equipment is developed. These figures are supplied to stimulate an interest in the students, in a proper body posture and exercises, which will develop tonus to body muscles, so as to supply room and support for the vital organs of the thorax and abdomen, allowing them to take up their proper habitus and to develop fully, instead of being cramped and dislocated. They also describe the type of constitution, which is a guide to the kind of diet and exercise to be taken."

His pointed statement, "There are too many drooping necks, rounded shoulders, flat chests, hollow backs and functional curvatures," must reflect in some measure conditions existing in our public schools. The setting-up exercises seemingly are not as extensively or as effectively applied as they should be, and there, as here, attention must be given to this most vital matter of correct body carriage and posture.

Four members of the staff gave addresses at local conventions of teachers: Miss Dickie at Edmonton, Mr. Dunlop at Fort Saskatchewan, Mr. Newland at Camrose, and Mr. Lord at Wetaskiwin.

In addition to the regular teaching experience in the Practice School, our students have spent sixteen half-days in apprenticeship work and informal teaching in the public and separate schools of the city. One student was assigned to one teacher for four half-days of a week. In this way the students received training and experience in each of four alternate grades from I or II to VII or VIII. Such contacts with the many superior teachers of the city have proven most valuable to our students.

A conference of the principals of the three Provincial Normal Schools with the Deputy Minister, the Supervisor of Schools, and the Chief Inspector of Schools took place in December. Very important matters were thoughtfully discussed.

The Edmonton Public School Board No. 7 has agreed to appoint to its teaching staff two outstanding graduates of this Normal School per year. Dr. Chatham, Edmonton, has offered \$50.00 to the two students of highest standing. These are great incentives to our students.

The policy of the school is directed toward securing an intimate knowledge of each student, so that the instruction and training given may be such as to meet his needs when he takes his place as a teacher. The ability of the students, their attitude and industry, and the practical character of the instruction given them by the staff, make one very hopeful of decided results when these students become teachers.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(G. W. GORMAN)

Herein is embodied with the report of the Chief Inspector of Schools a consolidation of the annual literary and statistical reports submitted by the several inspectors, for the year ending December 31st, 1928. An effort has been made to select and quote such portions of these reports as will indicate the nature of the school problems being encountered, and also the attempts which are being made to meet and solve these problems. The influence of economic development, and the effects of the application of new legislation and altered procedure, upon educational progress are quite fully discussed, and frequently the reports deal constructively with ways and means of improving educational conditions and results.

CHANGES IN STAFF

The school inspection staff of the province now numbers twenty-seven, the same as at the commencement of the year. Twenty-five inspectors are assigned to public school work, while two devote their time exclusively to the inspection of those class-rooms which are given over entirely to the work of the high school grades.

An unusual number of changes in the personnel of the inspection force occurred during 1928. The opening of a new Normal School at Edmonton brought about the transfer of Inspector Dunlop to the staff of the Edmonton school, and Inspectors Wilson and Haverstock to the staff of the Camrose school, Mr. Haverstock assuming the principalship of that institution. The vacancies thus created in the Foremost, Lamont, and Hanna divisions were filled by the appointment of H. C. Sweet, B.A., C. H. Robinson, M.A., and L. A. Thurber, B.Sc., to these respective inspectorial divisions.

TWO OF THE OLDEST INSPECTORS CALLED BY DEATH.

In the fall of the year death was responsible for the removal of two of the oldest and most highly esteemed and respected of the government's school inspectors: J. C. Butchart, B.A., of Castor, and Fred L. Aylesworth, B.A., of Oyen. Their passing constitutes a distinct loss to our school system, to the Department of Education, to their associates in inspection work, and to their many friends engaged in school business and in the teaching profession throughout the Province.

James C. Butchart, B.A.

Mr. Butchart had been in failing health, due to heart trouble, for some time, and was forced to give up his work and take to his bed in August last. He passed away at his home in Castor on Friday, September 14th.

Inspector Butchart was born in Grey County, Ont., in 1865. At the age of six he moved with his parents to North Carolina, returning to Canada in 1878. In 1879 they moved to Pilot Mound, Manitoba, where he received his schooling, later going to Manitoba University, whence he graduated in 1892 with the degree of B.A. in philosophy. He taught school for a number of years in Manitoba and at Victoria, British Columbia. In 1906 he had his first appointment in Alberta as principal of Olds school, followed by a period at Vegreville, which school he left in 1909 to become an inspector. He had charge of the Vegreville inspectorate for a number of years, being transferred to Castor in 1922, which inspectorate he held up to the time of his death.

He was a very quiet man, of winning personality, highly respected by all who knew or came in contact with him, either as school inspector or in private life.

Fred L. Aylesworth, B.A.

Following a brief illness, the result of a severe attack of pneumonia, Inspector Aylesworth passed away at his home in Oyen on the morning of November 30th, 1928.

Fred L. Aylesworth was born at Odessa, Ontario, July 11th, 1870. His early education was received in the public school of his native village, while his high school course was pursued at the Kingston Grammar School. Subsequently he attended the Ottawa Normal School, and later graduated in Arts from Queen's University, Kingston.

Mr. Aylesworth taught successfully for twelve years in Ontario, during which time he held important positions, first as the Vice-principal of the Gananoque Model School and later as Principal of Frontenac Public School, Kingston, in which latter capacity he served for five years, resigning in 1907 to accept the principalship of the Innisfail schools.

The high quality of Mr. Aylesworth's work as a teacher and school principal at Innisfail brought about his appointment to the school inspection staff of Alberta, and he was in March, 1910, assigned to the Olds division, where he remained in charge until 1921, when he was transferred to the Hardisty inspectorate. The reduction in the inspection staff, which occurred in 1923, necessitated further adjustments, and Mr. Aylesworth was assigned to the Oyen Inspectorate, where he served until the time of his death. He was thus for over thirty years actively engaged in educational work, in which he was profoundly interested. He was exceptionally well versed in the theory and practice of the technique of teaching, and thoroughly understood the management and routine of school business.

Inspector Aylesworth was guided by high ideals and the keenest sense of responsibility. He was an attractive and interesting personality, a thorough gentleman at all times—genial, affable, and possessed of a very fine sense of humor.

FURTHER APPOINTMENTS TO THE STAFF

Towards the close of the year steps were taken to fill the vacancies at Coronation and at Oyen. Mr. W. E. Frame, M.A., of the Crescent Heights Collegiate, Calgary, was assigned to Coronation, taking charge there at the beginning of 1929, while Mr. R. J. Scott, of the McKay Avenue School, Edmonton, was appointed to the Oyen division, to take up his duties as early as possible in the coming year.

INSPECTORS' CONFERENCE

From the point of view of school administration and supervision in Alberta, the midsummer conference of inspectors was the outstanding event of recent years. It was instituted by the Minister with a view to toning up the inspection service by enlightening our men regarding modern developments and trends in the field of educational research, school administration, and supervision generally.

The conference, lasting from June 25th to July 15th, was held in Edmonton, all inspectors being comfortably housed at St. Joseph's College. This arrangement was in itself a great advantage, offering the widest opportunity for interchange of opinion. A large library of professional literature on various subjects related

to the lectures was provided, and conditions for study and inter-course were ideal.

This conference was in every way a marked success, due chiefly to two factors—the very fine attitude of our men towards the undertaking, and the fortunate and happy choice of Dr. George A. Works, Dean of the Library School, University of Chicago, as lecturer. A man of engaging personality and thoroughly well informed regarding the theory and practice of school business in all its phases, his lectures were informing, interesting, and most stimulating. The effects and results of this conference will be far-reaching and lasting.

“Not less important, in a sense, than the adventure in student-teacher training, was the decision of the Minister of Education to assemble the inspectors of the province for two weeks, in St. Joseph’s College, Edmonton, for study and conference with respect to school supervision and other educational projects, vitally affecting the active work of school inspection. The selection of Dr. Works, of the University of Chicago, to take charge of this assembly was most happy and appropriate. The staff of inspectors was enthusiastically interested in the course of lectures which Dr. Works conducted with consummate skill and resourcefulness, and with the opportunity for discussion of school problems, incident to their field work, with Dr. Works and with each other.

“The opportunity afforded the inspectors to live together under the same roof and to privately discuss mutual interests was very greatly appreciated. To the Minister of Education, for this great privilege, the heartfelt thanks of each inspector of schools is offered, with the express hope that so fitting and beneficial an adventure in inspector-training may be repeated in 1929.”

INSPECTOR J. W. RUSSELL, B.A., Camrose.

“During the month of June a conference of the inspectors was held in Edmonton for a period of three weeks. This was presided over by Dr. Geo. A. Works, of the University of Chicago. I feel that the Department was most fortunate in securing the services of Dr. Works to give this course of lectures. The opinion was freely expressed that it was a great pleasure and inspiration to have been associated with such an eminent educationist, and the benefit derived was of inestimable value. As many of the inspectors are so situated that it is impossible for them to get away to large centres, in order to keep abreast of modern educational thought, this plan proved a good alternative. I sincerely trust that other similar courses of lectures can be arranged from time to time.”

INSPECTOR J. A. MACGREGOR, B.A., High River.

“Just here I feel that it would not be out of place to express my personal appreciation of the helpful and inspiring course of lectures held in July, as well as for the opportunity for such a personal contact with such a wholesome and helpful man as Dr. George A. Works. Personally, I returned to my work with a new zest and a greater appreciation of the magnitude and importance of the task. I feel that a course such as that given every summer, or as often as feasible, would amply repay the expense incurred.”

INSPECTOR R. H. LIGGETT, B.A., Olds.

INSPECTORS, WITH DIVISIONS AND DISTRICTS

Information as to inspectoral divisions, inspectors, number of districts, and number of rooms assigned to each, is set out in the following table:

Inspectorate	Inspector	No. of Districts	No. of rooms in operation
Bassano	J. F. Boyce, B.A.	158	173
Calgary	F. G. Buchanan, M.A.	144	188
Camrose	J. W. Russell, B.A.	138	181
Coronation	W. E. Frame, M.A.	148	172
Edmonton	J. A. Fife, M.Sc.	126	158
Foremost	H. S. Sweet, B.A.	147	167
Hanna	L. A. Thurber, B.Sc.	148	197
High River	J. A. Macgregor, B.A.	141	189
Lamont	C. H. Robinson, M.A.	114	171
Lethbridge	J. Morgan, B.A.	106	242
Macleod	C. C. Bremner, M.A.	118	197
Medicine Hat	F. S. Carr, B.A.	132	197
Olds	R. H. Liggett, B.A.	131	157
Onoway	J. H. Hutchison, B.A.	110	141
Oyen	R. J. Scott	143	153
Peace River	L. B. Yule, B.A.	162	206
Red Deer	A. R. Gibson, M.A.	134	172
Stettler	P. H. Thibaudeau, B.A.	137	187
St. Paul	X. P. Crispo, B.A.	125	154
Trochu	W. J. McLean, B.A.	137	166
Vegreville	O. Williams, B.A.	121	168
Vermilion	H. R. Parker, B.A.	140	164
Wainwright	W. H. Edwards, B.A.	135	150
Westlock	J. J. LeBlanc, B.A.	155	180
Wetaskiwin	John Scoffield, B.A.	132	158

The average number of school districts assigned to each inspector was 135, while the average number of rooms was 176. The inspectoral divisions must, because of local conditions, roads, railway facilities, natural boundaries, and the nature of the administrative problems obtaining, vary considerably in area and in number of districts. However, an effort at better equalization of work is attempted from time to time, as circumstances warrant.

THE WORK OF THE YEAR

The statistical returns for the year indicate that the inspectors carried out 5,433 inspections as follows: 3,505 rooms were inspected once, while 946 received two visits, and 12 received three visits. This statement includes inspections made in the cities of Edmonton, Calgary, Medicine Hat, and Lethbridge, together with other casual inspections of high school work, private and Indian schools. With the exception of 286 instances, in which uncontrollable circumstances interfered, all rural schools received at least one inspection during the year, and, as stated above, 946 received two inspections. The practice of assigning a large number of men to the inspection of the city schools was continued this year, in January and February, with satisfactory results.

CONDITIONS AFFECTING PROGRESS

The success of our efforts to improve educational results is always affected considerably by the economic conditions which prevail. Good crops and favorable prices raise the standard of living, and improve interest in the work of the schools. In these circumstances, financing becomes easier, regular and extended operation is more general, and schools are, in all respects, more generously supported.

The chief problem in the south-eastern part of the Province has been a financial one, rendering operation always difficult and sometimes impossible. Two successive favorable crops have improved this situation in the southern inspectorates.

In the northern part of the Province the year has been characterized by highway extensions and railroad developments, which have required an unusual amount of boundary adjustment, and the erection of a large number of new school buildings.

In the year which has just closed the number of pupils enrolled showed an increase of 4,706 over the previous year; 56 new districts were organized; one rural high school was established, making 10 of these in all; 25 districts enlarged their accommodation to two rooms; and 91.2% of all schools operated for a period exceeding 160 days, as against 90.04% for a like period in the preceding year.

"Several districts are making preparation for, or are contemplating the erection of, new school units in the near future, to replace the older type of rural school buildings. General conditions affecting educational activities and progress were normal and favorable."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"The year just ended has, in the main, been one of substantial progress in the inspectorate.

"The condition of the roads in the June term was not very favorable for regular attendance at school, but during the whole of the December term they have been excellent, and the usually cold months of November and December have been mild. These conditions were favorable to regular attendance, and the monthly percentages were generally high.

"There was, during the early summer, promise of a bountiful crop, but unfortunately an early frost caused grievous disappointment in both yield and grade. This condition interfered seriously with building and other improvements, but did not entirely eliminate them."

INSPECTOR J. A. FIFE, B.Sc., Edmonton Rural.

"In 1928 the crop acreage was the largest in the history of the Peace River country. Early prospects for a new aggregate production record were very bright, but some localities were affected by lack of moisture and others, later, by an early frost. Although the crop was below expectations, both in yield and quality, the returns can generally be considered profitable.

"A number of general activities indicating and contributing to economic and educational development and progress are noteworthy.

"Highway development brought many new settlers into the country. Railway extensions created three substantial new urban centres, which will become educational centres, and established six new marketing points for outlying areas.

"There was a great increase in building activity. Many substantial new houses and barns were erected in rural districts; while new hotels, stores, warehouses, elevators, residences and public service buildings were erected in the villages and towns."

INSPECTOR L. B. YULE, B.A., Grande Prairie.

"The south half of the division is pretty well populated and organized into school districts. A fairly compact organization is to be found about the town of Athabasca and along the C.N.R., the A. & G.W., and the E.D. & B.C. railways. The low-lying sections between these railways are being steadily reclaimed, and school districts have been organized from year to year as educational facilities are required. With the completion of the Pembina Valley Railway, a strong demand for farm lands has developed, and settlement to the north-west of Barrhead now extends considerably beyond the Athabasca River from Holmes' Crossing.

"Notwithstanding the adverse crop conditions for the year, the inspectorate has received a large influx of settlers. To meet the newer demands for school facilities, seven new units were organized. The total number of school districts in the territory increased from 147 to 155, and the departments from 165 to 180."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"Many boundary investigations were carried out, and where changes were recommended, the interests of the children were of primary importance.

"A 'cleaning-up' of unorganized land within the inspectorate has been practically completed, and at the present time all available land (with the exception of the impossible sand hills to the south of Heath) has been brought into organized districts. I am convinced that such a policy is conducive to a more wholesome outlook towards educational problems."

INSPECTOR W. H. EDWARDS, B.A., Wainwright.

"The year opened favorably; the snow disappeared comparatively early; the ground dried out so that it could be worked advantageously; and the acreage seeded was increased considerably. The growing season was ideal, with plenty of sunshine and abundance of moisture general throughout the whole inspectorate. Prospects for a heavy yield never were better. Unfortunately, however, the fall frosts came early and did great damage, especially to the wheat and oat crops. This circumstance, together with the low prices prevailing for all farm crops, presented anything but a cheery prospect to the tax collector, and looked bad for the continued operation of many rural schools. The situation was saved, in part at least, by the fact that many farmers have in recent years gone in for mixed farming rather extensively. Nearly all farmers keep hogs; some keep large numbers of them; and since there is no animal raised upon the farm that can convert frozen wheat into money as effectively as the hog, it has come to be regarded as the farmer's best form of insurance against frost damage and low grain prices."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"As a result of the abundant crop of 1927 conditions in this part of the Province during 1928 have been better than average. Prospects were particularly bright during the spring term, and business in all lines reacted strongly. During this term four well established districts replaced their old school-houses with new buildings of improved modern type, and in another district the first unit of a two-room school was built to supply the need for a second room. These improved educational facilities are highly appreciated by pupils and teachers, and a source of pride to all the districts. In the second term the early frosts made all boards more conservative, and expenditures were cut to a minimum."

INSPECTOR J. SCOFFIELD, B.A., Wetaskiwin.

"Throughout the dry area where there was land under cultivation there was a fairly good crop, so that the matter of financing was easier than in past years. Excepting one district that had difficulty in securing the services of a teacher, the schools in this area operated as long and under as favorable conditions as could be reasonably expected. Some of them were open the whole school year, while others, where the children were small, the distances great, and the settlement scattered, operated only a part of the year. Joint operation of districts, as provided for in Sec. 208 of The School Act, appears to be working out very well in the partly abandoned districts of the drought area.

"Speaking generally, it may be said that educational progress throughout the inspectorate during the year has been good."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"The good crop in 1927 and the promise of a crop in 1928 created a feeling of optimism among the school districts that made operation a comparatively simple matter; the great problem in this inspectorate has always been a financial one. During the spring term of 1928 no difficulties of any magnitude were experienced in operating the schools from a time early in the spring, and this phase of the inspector's work was

relieved from the burden of devising means to finance the schools; in the fall, however, there was noticed, from the first, a difficulty in securing teachers, which later became acute. The final result was that it was impossible to secure operation in a few schools for the fall term."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The year 1928 has been the most successful for the agricultural industry in this section of Alberta during the last decade. Following the good crop of 1927, that of the past year has enabled many farmers to liquidate many of their old debts, to put their farm machinery again in working order, and to retain a balance for days and seasons which in the future may prove, not rainy but too dry. Those engaged in the livestock industry, whether on a large or a small scale, have had a good year. Cattle of all kinds have brought profitable prices. More interest is being taken in sheep, and a number of farm flocks have been established, while others have been enlarged."

INSPECTOR H. S. SWEET, B.A., Foremost.

"Speaking generally, the schools of the Macleod inspectorate had a good year in 1928. Finances have been sufficiently adequate to permit all districts to operate full time without unusual hardships.

"The teacher supply has met the needs of the districts at all times during the year, so there has been no difficulty in that direction.

"The weather was better throughout the school period, and less inconvenience was experienced from bad roads and storms. During November and December outbreaks of scarlet fever interfered with the progress of various districts, particularly the rural ones."

INSPECTOR C. C. BREMNER, M.A., Macleod.

SUPERVISION OF CLASS-ROOM INSTRUCTION

There is a growing conviction everywhere that, to the end of making our schools more efficient, inspection should be replaced by a system of supervision. In general, the purpose underlying inspection is to examine carefully and critically into conditions with a view to making a check-up, and to obtain a basis for rating the teacher and estimating the general efficiency of the school. The inspector visits the school usually for a half-day in each year. He studies the instructional and other conditions, tests the classes, and reports upon the whole situation to the school board, to the teacher, and to the Department of Education. During his visit he does all that he can to stimulate, encourage, assist, and advise the teacher concerning the problems and the work. However, the inspector may not see this school again until another year has passed, and then conditions are entirely changed and, very frequently, a different teacher is in charge. There is ground for the complaint on the part of teachers that sometimes the examination and the tests are made hurriedly and more or less superficially, and that consequently they do not furnish adequate data upon which to base a just rating of the teacher and of his efforts. Under present conditions inspections are not always sufficiently helpful, particularly in the case of the young, the inexperienced, and the weaker teachers. Inspection results in a report setting forth, in general terms, merits and defects, and to a very considerable degree leaves it at that. There is no follow-up system to definitely improve the situation. This is the outstanding weakness of inspection.

Some teachers cannot command attention, and the room is more or less in a state of confusion. Many lack organizing ability.

Frequently a teacher does not know his subject well enough to teach it thoroughly; especially is this noticeable where he undertakes the work of Grade IX or X. Sometimes his failure is due to lack of the necessary native ability to cope with the situation. He does not adapt himself to the conditions that confront him. He may fail to make the requisite preparation, or to put forth the effort necessary for success in his particular school. Sometimes he fails entirely to size up the situation, or may lack the experience and judgment to see when things are going wrong and to decide how to remedy them. Some teachers do not know prevailing standards of good work, have no adequate notion of difficulty levels. They do not appreciate what is expected of them, nor what they should expect of their pupils. Others have too many outside interests to enable them to give whole-hearted attention to their schools. They often fail to get the pupils' point of view, and take the wrong attitude towards them. These and many other defects have been noted and recorded—all of which points to the necessity of introducing some system that will tend, more effectively than that now in vogue, to eliminate these weaknesses and raise the quality of instruction in the rural schools, by encouraging and assisting teachers to grow in their work.

What is required is supervision. Supervision aims primarily to influence, guide, and improve instruction. The supervisor is a constructive adviser—he is the teacher's helper and friend. He comes to him frequently and helps him to organize his work; demonstrates methods of teaching; recommends suitable literature bearing on the work with a view to promoting and stimulating his professional growth. In general, the supervisor does everything that a highly trained, sympathetic, and experienced expert would do to raise the quality of teaching to the highest possible level. Reporting upon and grading teachers and schools, which stand in the forefront in an inspectorial system, would be relegated to a comparatively subordinate position in a supervisory system.

For the best results the number of teachers assigned to a supervisor should not exceed 50. The number of visits made by a supervisor, and the amount of time spent with the teacher of any school, would depend upon the experience of the teacher, the nature of the problems with which he is grappling, and the success which he is achieving in meeting them. Naturally the superior teacher of considerable experience who is doing a highly successful type of work, would require to be visited only at rare intervals; whereas the beginner, the inexperienced or the unsuccessful teacher, would require to be visited quite frequently. It would be part of such a scheme to see that all beginners were visited as early as possible in the term, in order to assist them to adapt themselves to the situation with a minimum loss of time to the system and to themselves. In this way young teachers would be saved from many disastrous experiences. Inferior teachers also would require to be visited repeatedly, so that by a systematic study of each case the proper remedial measures might be applied, to eliminate the defects and raise the quality of the instruction. The moderately successful teacher would be visited as frequently as time would permit; it would be the policy, how-

ever, to visit him often enough to prevent him from slipping, and to stimulate him to strive for higher levels of attainment.

In the extracts which follow, particular reference is made to the professional and more technical phases of the inspector's work, viz., the inspection of schools and the supervision of class-room instruction. The personal and professional equipment of the teaching force of the Province, and the quality of the instruction in the various subjects, are rather fully discussed.

"In some of the rooms of my village and town schools, and in an occasional rural school, the quality of the instruction, with the exception of perhaps the subjects of music, handwork, and art, compares very favorably with the instruction in some of the best rooms of the city schools. On the whole, there is a good general attitude on the part of the teacher, and she is doing her utmost to give good service. The desire of the teacher fresh from the Normal to make good is the rule rather than the exception. Much is being said these days about eliminating the weak teacher. In my experience I rarely find weakness in teaching ability, or in desire to give good service, among the young teachers. The occasional inefficient teacher is usually one who is capable and experienced, but owing to the fact that he or she changes schools frequently, or is inspected only once a year or a year and one-half, advantage is taken of the circumstances, and the school suffers."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"Approval was again indicated by the teachers in connection with the departmental test papers in Grades V to VII, as a basis for guidance and uniformity of promotion. Complaint is more urgent as regards the deterioration of school libraries, and their inadequacy to meet existing needs in individual and class supplementary reading. This disability is severely felt in rural schools and in those schools where pupils are not brought into active contact with English-speaking conditions in their homes. Such pupils need a large opportunity in devoting themselves to individual and directed reading exercises other than those obtainable in the regular authorized school readers. The failure of school boards to appreciate the seriousness of their indifference to their school library equipment is exceedingly deplorable.

"The attack of our teachers on primary work, for the most part, is reasonable and well-sustained, with correspondingly satisfactory results. A weakness in number work is too frequently apparent, originating in Grade II Sr. and Grade III, with likelihood of becoming acute as pupils advance in grades. This discrepancy arises from the assumption of teachers that number combinations are known; inadequate drill and review, and the strain on the mental powers of pupils due to the length of time and the extensive operations demanded in arithmetical work. Improvement in the teaching of reading is gradual, though there are too many teachers who commit themselves to oral reading almost entirely, apparently satisfied that their duty is performed, since all pupils have been given opportunity to read orally. The desirability of teaching pupils to read intelligently and expressively has not occurred to them. Too many teachers introduce intensive note-taking practice in such subjects as History, Geography, Agriculture, Nature Study, Physiology and Hygiene. Pupils who are taught to memorize notes on these subjects, in lieu of intensive study of them, may be successful in passing examinations, but they are not receiving from their teachers the guidance and direction in their contact with these subjects which will prepare them to appreciatively undertake their study. Too much reliance also is placed in the prepared bulletins in certain subjects, too frequently this type of work quite supplanting diligent study of the prescribed texts. Writing is not being taught with any degree of uniformity. I am hopeful of better results when the introduction of the Alberta Course in Writing becomes general. Physical training is receiving not much more than desultory consideration."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"I am firmly of the opinion that the Normal School graduates of 1928 were better equipped for the teaching in ungraded schools than classes of preceding years. They certainly profited from their week's practice in the rural schools. They got some idea of how to organize their classes and to provide seat exercises to keep them profitably employed. The week's experience gave them the confidence that they at least knew how to make a beginning in their own schools.

"The teachers of the schools in which the students practised also received benefit from the experiment. They were stimulated to have their classes well organized, and anxious that they should make a good showing. They felt that a responsibility rested on them to give the students practical assistance, which would be of value to them in conducting their own schools.

"Generally speaking, the quality of the instruction given in the different subjects is improving. The number of teachers who plan each day's work carefully has increased during the year. Their plan books are usually ready for inspection. The teachers are improving in the presentation of subject-matter and in securing responses couched in good sentences. Many teachers, especially beginners, neglect frequent reviews of new work that has been taught. This often requires principles to be retaught. Closer supervision of written exercises is being given, and the quality of the pupils' general work books is improving. The new textbook in agriculture is very helpful in the teaching of that subject. Writing is, as a rule, poorly taught. I am hopeful that a more general use of the new writing books will improve it.

"There is a tendency among teachers to rely to too great an extent on Teachers' Helps. In some cases they are replacing the text-books, and are placed in the hands of the Grade VIII pupils."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"Although teaching conditions in the older districts are steadily improving, they are decidedly unfavorable in the newer districts, for a number of reasons: an eight-month term is not desired by teachers, and is inadequate for the pupils; salary payments are irregular and delayed; living accommodation presents a difficult problem, and inexperience on the part of school boards often results in a lack of co-operation and sometimes in unfair criticism and interference."

INSPECTOR L. B. YULE, B.A., Grande Prairie.

"In order to familiarize the prospective teachers with the actual teaching conditions in an ungraded school, the Department undertook, for the first time in the history of teacher-training in this Province, to have each student observe the teaching in a rural school for the period of one week. Nine students were assigned to this inspectorate and placed in schools directed by experienced and successful teachers. The school boards gave the fullest measure of co-operation, and the teachers responded whole-heartedly to the appeal to give a sympathetic welcome to the visitors and to make the week's stay in the school both enjoyable and educational. In three schools visited during the week, I found the student in possession of a definite plan book, the lessons interesting and well planned, a suitable variety of seat assignments recorded on the black-board and the pupils responding willingly to the demands made upon them. The teachers followed the proceedings with close attention to all details, and were extremely considerate and tactful in all remarks to assist the teacher-in-training in carrying out the lessons for the day. In the fall term I had occasion to inspect the work conducted by fourteen of these new teachers and, with two exceptions, the instruction and the management of the school was of a very commendable type. They all spoke in the highest terms of the practical services derived from a week of observation in a rural school, and the fund of information obtained for profitable discussion on their return to the regular work in the Normal School. In my opinion, this practice could very well be incorporated as part of the regular training course for teachers."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"The system of writing but one report for teachers, trustees, and the department is working well. It is a saving of time, and the teachers know their grading. More and more trustees are asking for this grading before employing teachers.

"Translated into percentages, I find I have graded my teachers as follows: Excellent, 15.34; good, 68.78; fairly good, 14.94; fair, .45; weak, .45.

"The first three balance fairly well; possibly a larger number might have been placed in the class of 'fair'."

INSPECTOR P. H. THIBAUDEAU, B.A., Stettler.

"Qualifications held by teachers were higher than in previous years, and were as follows: B.A. degree, 3.57%; 1st Class certificates, 21.43%; 2nd Class certificates, 69.28%; 3rd Class certificates, 5.72%.

"With the improvement of certificates, and a better supply of teachers, it is now possible to organize the work, so as to effect greater standardization."

INSPECTOR X. P. CRISPO, B.A., St. Paul.

"No unfavorable comments on the coming of Normal students were heard among the teachers who had them last year. These teachers felt that they were chosen to assist because they had been doing efficient work, and they are accordingly encouraged to do better. The rural teachers in this inspectorate are, I believe, glad to be of service in this regard. The beginning teachers have expressed themselves as having been greatly benefitted.

"Could this kind of work be so extended that the beginning teacher might visit a strong teacher for a couple of days, say a month after they had started work, I believe the beneficial results would be immeasurable. Possibly a better plan would be to have an expert teacher, capable of doing demonstration teaching and of assisting in organization, visit the beginning teacher for a week, or part of a week.

"With two such teachers, the older teachers who need assistance might be visited."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The reports of the year show that only twenty-four teachers on completion of their training, have ever taken additional courses in teaching or any of the related subjects. This, as well as the prevalence of Second and Third Class certificates, is rather a discouraging factor, especially when courses adapted for teachers of the New Canadian schools have been established at the Summer School in Edmonton.

"The wide circulation of teachers' magazines and aids is partly responsible for this. These publications have been of some value to the schools. They have supplied material difficult to secure for the majority of rural teachers, handicapped as they were by the lack of suitable libraries within easy reach of their respective homes.

"Yet unrestricted use of these aids is open to question. There is the temptation to dole out lessons to classes from these books without adequate preparation the previous day. Instances have been noticed where lessons were read to the classes with little or no comment on the material made by the teacher. As a result actual teaching is assuming a secondary place in the classroom and teachers are prone to become lethargic and indifferent under this 'dole system' of education.

"The teacherage is an important factor in maintaining stability in the profession. In this division 64 districts have provided, free of rent, furnished homes for their teachers. These range from the one-room shack to a commodious, well-furnished cottage of four rooms. Sixty-three of these homes are in New Canadian districts. It is pleasing to note that with the advance of education, well-built and roomy cottages are replacing the shacks of pioneer days."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"The average salary paid in rural districts during the fall term was \$1,018.60. In two-roomed schools the average was \$1,050 for the junior

teacher and \$1,200 for the senior teacher. In schools of over two rooms the average was \$1,800 for the principals and \$1,127.78 for the grade teachers."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"With the limited time at the inspector's disposal, I consider his first duty is to see that the subjects which have been called the 'tools of learning' receive due emphasis and the best teaching procedure, particularly in the lower grades; and when it is known that these subjects are going to be tested, and results in the various grades compared with results secured during previous inspections, both teacher and pupils will strive to have their school grade up to standard. It is pleasing to note the pupils' marked enthusiasm not only to achieve standard results, but also to surpass previous record."

INSPECTOR W. H. EDWARDS, B.A., Wainwright.

"Twenty-eight of those holding Interim Certificates were beginners, recent graduates from the Normal schools. The work being done by them was, in general, quite satisfactory. The week of training which they received in the rural schools appears to have resulted in some noticeable benefits. There was little, if any, improvement discernible over former graduates in methods of presentation, or in actual teaching, but in organization, management, and general administration there was considerable improvement. Heretofore, when visiting beginners, it was a common experience to find a teacher concentrating on her teaching alone, with a view to making a favorable impression and obtaining a good report. Seat classes were frequently either wholly or partially neglected; or if the teacher told them to 'study' something, that was considered quite sufficient. What had apparently been acquired during that week was the ability to take care of seat classes much more effectively than formerly. It was rather unusual, before this year, to find a beginner busy at recesses and noons putting assignments on the board ready for the seat classes when they assembled. This year many were found doing so. Also the assignments were better, they were more thoughtful, more profitable, and better adapted; the instructions given in regard to them were clearer and more definite, and the work was more carefully checked when completed. This was not the only benefit, however, noted which might be largely ascribed to the teacher's rural experience. There was an increased sense of responsibility and greater self-assurance in evidence. The timidity, the uncertainty, the wondering whether what she was doing was right or wrong, whether it would be approved or disapproved, was not so manifest. There was a decided gain in confidence, in expert leadership, in professional alertness, and in ability to diagnose and make the necessary adaptations to class-room problems. The very fact that these beginners moved, even perceptibly, along these lines convinces us that the rural training scheme is based on sound pedagogical and psychological principles, and that it should be continued and extended."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"The work in the class-rooms is improving in quality, and is a good average. It is quite the common thing now for the teacher to make a written outline of work daily, and it is very rare indeed to find one attempting to get along without a written time-table. Reading and the fundamental rules in arithmetic are receiving adequate attention, and the results are generally satisfactory; but primary reading is still indifferently taught by some teachers who fail to make a special study of this branch. I have also found a number of senior classes lacking in ability to reason independently and pass a satisfactory test in problems in arithmetic. Many teachers do not appear to have the initiative to plan good lessons covering the courses in citizenship and elementary science in junior grades, but better work is being done in history and geography in advanced grades. In quite a number of instances the work in oral English and art is below the standard required. The new books in penmanship are already having a good effect, and I expect to see continued improvement because of the introduction of the new course. I should like to see the department place the Manual to this course in every school library."

INSPECTOR JOHN SCOFFIELD, B.A., Wetaskiwin.

"The boards of rural schools are realizing that it is to the best interest of all concerned to retain their teachers as long as possible. They, therefore, try to get the most suitable boarding-places possible, and make living conditions as attractive as can be.

"In general, the teachers engaging in rural work are a serious, purposeful class of young people, who will make splendid teachers if they stay with the profession. A sprinkling of the older teachers with a flair for rural work remain in this field, which they have found congenial."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"I firmly believe, though, that this policy of practice teaching in rural schools, adopted for the first time, is a step in the right direction, especially under our present system of inspection. Instead of facing what, to many former teachers, was an entirely new situation, these new teachers entered upon their duties with some knowledge of the work, and with a better understanding and ability to perform it.

"Speaking generally, it is difficult to see any great change in the quality of the work being done by the teachers. At the beginning of the December term, I made a special effort to reach as many of the new teachers as possible; and I believe that I was able to accomplish something worth while. On the whole, however, with our present system of inspection and with the continual change in the personnel of the teaching body, it is difficult to tell whether or not we are making any outstanding progress."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"Personal equipments were good practically throughout. In all but a very few cases, energy, care, interest and enthusiasm were shown. In all cases but one, I found the teachers neat in person; and in only a few cases was the neatness of the school room criticized. Attention was being given to the upkeep of equipment, and the libraries were being cared for, although of late years there have been few additions to the latter. During the whole year I did not find one teacher late for school, and I am pleased to say that a large number were giving freely of their time after dismissals to help senior or backward pupils.

"With respect to actual teaching, less fault was to be found. Arithmetic up to Grade VII was being well taught. The two senior grades were, as a rule, working from their texts, and the actual teaching of these grades was not as much in evidence as it might have been. Reading was generally good as regard fluency, but sufficient emphasis was not being placed on expression. Teachers seemed loath to provide models in oral reading. In literature the facts of the lessons were well brought out; but there might have been much more effort to make use of the pupils' experience and to link it up with the topics under discussion. According to results, spelling was well taught, although more stress might have been put on method in presentation. Some improvement was noted in the teaching of writing; but I expect still better results when the teachers have become familiar with the new writing course. More attention should have been given to the seasonal selection of material for elementary science, and more ingenuity might have been displayed in practical objective demonstration in this subject; however, a reasonable effort was being made to cover the course of studies. Hygiene was being well taught, on the whole. History up to and including Grade VI was being well taught, use being made of the material provided in the various teachers' magazines. But this subject was not being well presented in the seventh and eighth grades. There was too little actual teaching and too much undirected study by the pupils from a text of doubtful quality. In geography the course was covered in all grades, but again with too little actual teaching, too little reference to wall maps, and too much adherence to the one text.

"This subject, i.e., rating of teachers, occupied a considerable time at the Inspectors' Conference last summer, when it appeared that our gradings did not conform to the law of averages. I have tabulated the

percentages of the different gradings given by myself in the past three years in my inspectorate. They are as follows:

Year.	Total No.	Excellent.	Good.	Fairly Good	Fair
1926	217	12%	68%	17.5%	2.5%
1927	221	10%	56%	22%	2%
1928	242	9%	66%	21.5%	3.5%

"It may be taken, then, that my percentages of the different gradings have remained practically the same for the past three years. But, provided that it is accepted that only the four gradings above are to be taken into account, and that teachers who grade below 50% are not counted, then the average percentages of the two highest gradings are too high in number. In other words, the peak of the graphic curve representing these figures comes well into the 'good' column when, by the law of average, it should come between the 'fairly good' and 'good' columns.

"There are two conclusions which may be drawn from this which, I believe, hold good for practically all of the inspectorial staff: either the number or nomenclature (or both) of our ratings should be changed to conform to our percentages of the different ratings, or we are rating our teachers too highly. It is fairly certain that if a new rating were introduced between 'E' and 'G', the percentage of 'E's' would be reduced approximately to conform to that of the 'F's'. The better 'G's' would join the weaker 'E's' in a new group. The weaker 'G's' would join the better 'F.G.'s' in an 'Average' group, and thus a normal curve would evolve."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"Within the inspectorate the work of 182 teachers was inspected during the year, 22 of these being in this inspectorate for the first time. The gradings were as follows: Excellent, 21—11.5%; good, 117—64.3%; fairly good, 42—23.8%; fair, 2—1%.

"Of those whose grading was 'fairly good' or 'fair', 13 I had inspected for the first time, and most of them had not received an inspection before. Those grading 'excellent' had been in the schools for several years, and had shown their ability to teach, to discipline, and to organize. Those grading 'fairly good' were failing with respect to management. They lacked the power of observation; permitted desks to be defaced unnoticed. It was in management they were falling down rather than in their ability to teach. Several had made the mistake of undertaking tasks that were too difficult for them. They had underestimated the difficulty of the position. This was most apparent in the case of the primary and junior grade teachers."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"A number of cases of unsuccessful work in the schools have been noted as being due to the engagement of inexperienced young teachers for most difficult schools, with the result that the teachers frequently become discouraged as to their ability to instruct any school, and the standard of attainment of the pupils soon falls below average. School boards functioning for municipalities or any larger area, if such existed in this Province, would not make errors of this kind in the appointment of teachers.

"The quality of the teaching, exhibiting itself in the capacity of the pupils to apply themselves to work, to interpret the printed pages, to reason and to organize their ideas, has been maintained at a satisfactory standard this year. With very few exceptions, teachers are zealous and interested, and are giving their best efforts to their work, and cases of failure or partial failure on the part of teachers are generally due to inexperience, lack of aptitude for the particular type of work undertaken, or to unfavorable conditions in the school or in the community.

"The history text has now been in use for a number of years, and teachers have had ample opportunity to give it a fair and thorough trial. The almost unanimous opinion of the teachers of rural schools is that its general language difficulty, its omission of many important facts and phases of history, and its too brief treatment of many topics, make it a very unsatisfactory text. As a result, note-giving as a teaching method has become a burdensome and deadening means of historical instruction.

"One of the great needs to increase the efficiency of the instruction in rural and village schools is an annual expenditure upon various kinds of books for children, standard literature, biography, travel, and reference books. It is unfortunate that, when our schools are emphasizing the teaching of reading and the formation of good reading habits, both for practical value and for pleasure, any child should be deprived of the opportunity of reading extensively such books as interest, inform and develop him. With public library facilities available only in the cities, it will be a splendid thing when the Department of Education again assumes its responsibility for providing even a small number of new books each year to village and rural schools.

"With about half-a-dozen exceptions, where \$900 was paid, the minimum salaries in rural schools this year has been \$1,000. In these schools, however, the maximum salary never rose above \$1,200, even for teachers of extended experience and proved ability. The difference in value of the service that a beginning teacher and an efficient experienced teacher can give is certainly more than \$200, and if good teachers are to be retained in rural schools some schedule that takes account of equipment, experience, and success, as a basis for salaries, must be made effective throughout the Province.

"Schools in the vicinity of Calgary are much in demand and the teachers engaged in these schools, for the most part, have their homes in the city, and spend their week-ends there. With the changed conditions resulting from the wide use of the motor car, it is doubtful, however, if this Friday night exodus prevents the teachers from discharging all their responsibilities to their districts, since the people of the districts themselves have many of their social, religious and other interests in the city. As a result, too, of the improvement in the roads adjacent to the city, several teachers in rural schools near to Calgary are able to live in the city and drive in and out to their schools every day, this condition arising in most cases at the suggestion and wish of the boards of trustees, in order that the problem of finding a suitable boarding-place for the teacher may be obviated."

INSPECTOR F. G. BUCHANAN, M.A., Calgary Rural.

"The prevailing salary offered for rural teachers varies from \$1,000 to \$1,100, although a few boards are still disinclined to pay more than \$900. Usually, where work higher than Grade VIII is undertaken, an additional \$50 or \$100 is paid. While some boards do not hesitate to pay as high as \$1,500 to secure the services of a teacher whom they know to be capable, yet I have not observed any general trend of adopting specified annual increases to secure the services of efficient teachers.

"The constant changing of teachers is a weakness in our system. In 115 rural schools there are only 31 in which the present teacher was in charge a year ago, or, in other words, 84 districts have changed teachers, several more than once, during the calendar year."

INSPECTOR J. A. MACGREGOR, B.A., High River.

"During the present year no teacher without proper qualifications has been employed in the schools of the inspectorate. This fall pressure has been exerted in several cases to recommend permits, but in each case a certificated teacher has been found, finally, to meet the need. There still persists in places the idea that the permit teacher in that district has given the best service, an idea doubtless due to the fact that the permit teacher is absolutely dependent on the will of the board of trustees for her job, and hence is more sensitive to the wishes of the board. I would feel that our schools were taking a retrograde step if permit teachers were allowed in our schools.

"Classroom supervision this term has been a far more stimulating phase of our work than for some time in the past. The opportunity for reading this summer, the intercourse with a progressive educationist with outside ideas, the discussion with the other men in inspection work, the whole work of the school this summer, I find, lifted me out of the rut and freshened my interest and outlook."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The quality of instruction is generally satisfactory. The teachers, almost without exception, are earnest and sincere in their efforts. Progress in the class-room of the more experienced teachers is more uniform than in the case of those recently graduated from Normal School. The teachers recently graduated from Normal School proceed, for the most part, very systematically with standard time-tables and written plans and using good source and exercise material. Their principal difficulty is in managing a large number of grades with correct economy of time and with sufficient seat work for classes not being directly or formally taught. Very effective work is being done generally in arithmetic. The courses are being followed carefully in history and geography. In many rural schools there should be more thorough work in English, especially in composition, oral and written."

INSPECTOR H. C. SWEET, B.A., Foremost.

"In some cases the instruction given is very satisfactory. In others, I would like to be able to visit the school two or three times for the purpose of giving continued assistance to the young teachers. There are also a few cases in which I would like to do the same to spur on those who are relying upon their past accomplishments and experience to maintain them in their positions, or secure new ones for them, but whose work is unsatisfactory."

INSPECTOR J. MORGAN, B.A., Lethbridge.

"Not one word of adverse criticism have I heard regarding the practice of sending Normal students to rural schools. Trustees, teachers under whom the observation and practice was taken, and the Normal students who took the week (now teaching), all praise the scheme.

"One teacher said it was the best part of the whole Normal course. Another that she did not know what seat-work meant until she took this course. (Her public school course had been taken in a school with a teacher for each grade.)

"By all means, let the practice be continued, but teachers brought up in city or town schools need it much more than those whose public course was taken in one-teacher schools. In so far as it can be arranged, the former should get the longer week, that following Easter."

INSPECTOR P. H. THIBAudeau, B.A., Stettler.

"During the weeks preceding and following the Easter holidays some 30 teachers-in-training from our Normal schools were sent to observe and teach in the Red Deer inspectorate. I regret that the condition of the roads allowed me to visit relatively few of these, but I am glad to say that I found both local teachers and teachers-in-training taking a keen interest in this newly-instituted phase of training. Perhaps the instructions sent out might have been more explicit from the local teacher's point of view; but it is certain that the general results of the experiment were good, and I heard comments of approval from all sides: boards, teachers, student-teachers, parents, and Normal instructors.

"I would suggest that the following be incorporated in the instructions sent out to local teachers:

- "1. The register: How to keep, neatness, monthly attendance, reports.
- "2. The time-table: How to make for this school, grouping of grades.
- "3. Use of blackboards: Period's work ready before commencement, neatness, weather chart, records of progress, etc.
- "4. Seat and busy work: Variety and supervision.
- "5. School tactics: Assembly, sitting and rising, movements during school hours, giving out busy work materials, dismissals.
- "6. Neatness of school.
- "7. Decoration of school.
- "8. Supervision of play.
- "9. Heating and ventilation.
- "10. Adjustment of pupils to seats.
- "11. Condition of grounds and out-buildings.
- "12. Library."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"The Department initiated the plan this year of having all students in the Normal schools spend a week in observation and teaching in selected rural schools which had been recommended by the school inspectors.

Since a very great number of these students-in-training had never attended rural schools, even a week's experience of this kind should prove most valuable to them and should enable them to take hold of the problems of organization and instruction later on, on their own responsibility, with greater confidence and success as a result of this bit of practical training. The school trustees without exception approved the scheme and gave every assistance possible in securing boarding-places and in the matter of transportation when necessary. The teachers of the schools acted on the suggestions sent out from the Department, and endeavored to make the week's visit as profitable to the students and to themselves as possible. In every way the scheme proved quite successful."

INSPECTOR F. G. BUCHANAN, M.A., Calgary Rural.

"During the year a new scheme of practice teaching was inaugurated, whereby each teacher-in-training spent a week in a rural school. Some forty schools in this inspectorate were employed for this purpose, and the arrangements made for the placing of teachers worked perfectly.

"In discussing this new scheme with trustees and teachers in charge of schools, I found only a sympathetic attitude and a hearty spirit of co-operation to prevail. The value of such experience is realized by all concerned, and trustee boards and teachers considered it a compliment to have their schools selected for this practice teaching."

INSPECTOR J. A. MACGREGOR, B.A., High River.

"The plan of sending Normal students to the rural schools proved to be a success. The students received a genuine welcome from the rural teachers, and I know of no case where the teacher in charge did not do his or her best for the student.

"Only one case came to my notice where the student failed to show interest in the work and to carry out her obligations.

"An endeavor should be made to extend the time spent by each student-teacher in the rural school to two weeks. A first-hand experience with the problems of the ungraded school for that length of time should lead to a very decided improvement in the student's work from the time of starting to teach in September."

INSPECTOR C. C. BREMNER, M.A., Macleod.

OPERATION OF SCHOOLS DURING 1928

Having regard both to the period of operation and the regularity and continuousness of it, there has been marked and steady improvement in recent years. Generally speaking, the supply of qualified teachers is adequate for our requirements, and inspectors have been able to give boards of trustees considerable assistance in selecting suitable teachers. The amendment to the Grants Act, has enabled many of the poorer districts to extend the period of operation.

Economic conditions have shown steady improvement, and this is reflected everywhere in an easier financing of schools. Very few loans have been necessary to protect operation, and the total amount outstanding on account of such loans previously made has shown substantial reduction.

Over 90% of all schools operated for a period of 160 days or more during the year 1928.

"The number of days during which the schools of the inspectorate operated for the year ending June 30th, is very satisfactory, as the following analysis will show: 44 schools operated for 200 or more days; 46 schools operated between 190 and 200 days; 19 schools operated between 175 and 190 days; 14 schools operated less than 175 days.

"The smallest number of days during which any school operated was 101."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"The urban and graded rural schools of the inspectorate maintain regularity of operation. Out of 128 ungraded rural schools, which maintained the operation of their own schools, 83 reopened at the beginning of January. The reopening of the rural schools by months is as follows: January, 83; February, 17; March, 10; April, 6; May, 5; June, 5; July, 2."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

No school in the inspectorate was closed throughout the year. Several school boards have been prevailed upon to erect more or less suitable residences for the teachers. These make it possible to get teachers to go into rather isolated districts, where suitable boarding-places are unobtainable.

"Some school boards are dilatory in securing teachers to begin school work at the opening of the school term, so that it was necessary for your inspector to advertise for teachers to fill these vacancies. At least ten teachers were placed through the efforts of the inspector of this district.

"Because of poor roads, two districts do not operate in January and February. Some school boards feel that so long as the senior pupils are in school, it doesn't matter about the juniors. The severe weather of January and February also encourages the closing of junior rooms. Since pupils cannot do well in the senior grades unless they have made their grade a year in the junior rooms, I would be inclined to recommend that in some cases the senior room be operated during the regular school year, and that the junior room be permitted to close in January and February, providing it is operated during the summer months."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The New Canadian schools of this division had, until recently, been accustomed to observe two, and in some cases three, months' vacation in winter, and thus reduce the period of operation to about six months per year. Now nearly all have abandoned this practice and operate for the regular school year, as outlined in the Act. A few of the outlying schools still adhere to the ancient custom. Some of them are unfortunate in choosing as teachers University students desiring work during the summer months; thus, when these return to their studies in October, teachers are not available. Fortunately, only four districts suffered this calamity this year. Then, too, trustees curtail the engagement of these students so as to be in the market for teachers by September."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"With the exception of two schools in this inspectorate, all boards aim to operate the full 200 days. In these districts the idea still prevails that the winters are too severe to send the children to school. The chief obstacle to full time operation was the lack of teachers to fill the positions offered, and the difficulty of bringing boards in the outlying districts in touch with the teachers."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"By the amendment to the Grants Act poorer districts now find it quite within their powers to finance their schools for much longer periods than formerly. Districts that previously were greatly embarrassed in operating for six, or even four, months are now taking full advantage of the additional grants, and are operating during the entire period for which they are paid. The grants have been a great boon to these districts; so far as finances are concerned, they have enabled them to solve their operation problems in a fairly satisfactory manner."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"Practically every board now recognizes the wastage incurred in the operation of the short-term summer school, and though it is practically impossible, under the present system, to get along without some of them, the number is being gradually cut down, and I believe that one strong argument in favor of the proposed new School Act is that it should very greatly improve the advantages of children in new and sparsely settled communities."

INSPECTOR J. SCOFFIELD, B.A., Wetaskiwin.

"A number of factors have influenced operation for the better during the past year. The crops in 1927 and 1928 were up to average, and collections were comparatively good. As finance is of primary importance, there has therefore been steady operation for the past school year."

Where districts had low assessments the Grants Act provided additional assistance."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"All schools in the inspectorate were able to engage qualified teachers without great difficulty. Quite a number of rural schools and a small number of graded schools ask my assistance each year in this matter of selecting a competent teacher, and I am generally able to put these boards in touch with teachers whose teaching I have observed."

INSPECTOR F. G. BUCHANAN, M.A., Calgary Rural.

"During the year 1928 there was a minimum of operation by way of the assistance by Government loans. I believe that but one district in the whole inspectorate found it necessary to use this method of financing in order to pay the teacher. On the other hand, many districts formerly in financial straits have reduced very materially the debt owing the Government of Alberta, incurred for operating the schools during the dry years.

"It is probable that in the year 1929 operation will be comparatively simple, if there is a supply of teachers adequate for the requirements of the inspectorate. Most districts have a balance on hand sufficient for six months' operation; in many cases lands have been redeemed and are again assessable property. Those residents who have remained in the districts have, in many cases, realized that the school is one of the most valuable factors in fitting their children to fit into proper citizenship, and are demanding proper schooling for them."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"The grant to districts with an assessment under \$75,000 has been quite helpful to a few districts, and has enabled them to operate for the full school year.

"I have not found it necessary to recommend a loan to any district during the year, and I think that when the records for the year are completed, your Department will find that the total amount standing on loans in this inspectorate has been materially reduced."

INSPECTOR J. MORGAN, B.A., Lethbridge.

THE ATTENDANCE ACT

The Attendance Act is now quite generally understood and accepted, and in the opinion of our inspectors compliance with its requirements show steady improvement from year to year. Higher percentage of attendance is found in the great majority of the schools. There are, however, doubtless many cases which require more prompt and vigorous attention than they now receive, but pressure of other work frequently interferes. There were comparatively few prosecutions in 1928.

"In many schools the attendance averages over 85%, but there are too many schools where the average is below 80%. Although weather and road conditions are factors that must be considered, unsatisfactory attendance is too often due to lack of co-operation, or even to negligence, on the part of parents. Under the present system, and under present conditions, it is practically impossible to deal with non-attendance cases to best advantage."

INSPECTOR L. B. YULE, B.A., Peace River.

"After close tabulation of the cases reported to me during the year, the dominant causes of irregular attendance are:

"(a) Seasonal occupations on the farms, and more particularly the harvest.

"(b) Diminishing interest on the part of the pupil in school activities, through irregular operation, weak mental ability, or failure of the school to give stimulating treatment to retardation.

"If the pupil is still actively interested in the school a visit to the parent, or even a letter, will invariably correct the non-attendance. During the past year it was not found necessary to adopt any drastic measures in this phase of field work."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"The chief condition affecting attendance adversely is found among the people placed on the land by the various colonizing agencies during the past two or three years. Many of these settlers have real difficulty in making ends meet. They consider it necessary to keep their children home during the busy seasons of the year, and find it difficult to clothe the children warmly enough to have them attend during the severe weather. The work of the Attendance Officer was largely of a missionary nature. Many parents were visited in their homes, and a conference on ways and means held. Where outside aid seemed imperative, the cases were referred to relief agencies."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Favored by excellent weather conditions during the greater part of the year, percentages of attendance ran high in 1928, and in the autumn term particularly, excepting in a few communities that had epidemics, attendance was excellent. To warn a few parents who are careless and encourage a better attendance a number of visits to pupils' homes were made. These had the desired effect in all but one case, where it was found necessary, in the interests of the children, to remove them from the parents' guardianship. Thanks is due to the Department of Neglected Children for their active assistance in this case."

INSPECTOR J. SCOFFIELD, B.A., Wetaskiwin.

"The number of cases referred to me by the Chief Attendance Officer appear to be gradually getting less, consequently the natural conclusion is that the regularity of attendance is steadily improving. My own observations confirm this. However, it was deemed necessary to lay information against two parents in the same district. Before the date of trial both of them appeared before the magistrate, pleaded guilty, and paid the fine and costs. As pointed out in my last year's report, many parents have the idea that the exemption provision, under Section 6 of The School Attendance Act, works automatically, and consequently become offenders under the Act unwittingly."

INSPECTOR J. A. MACGREGOR, B.A., High River.

"In the average rural school the attendance is reasonably regular, and in many cases very good. Some schools are reaching 90%.

"There is a tendency for farms in the dry areas to become larger. As a consequence, more dependence is placed on motor machinery and less on hired help. This makes seeding time and harvest very busy seasons, and the older children are called upon to help at home. Beet harvesting, in particular, causes an interruption in school work.

"Where children attend regularly during the rest of the year I am inclined to overlook absence during the rush season. The education a child receives while being helpful during these busy seasons is an important addition to that provided in the school."

INSPECTOR J. MORGAN, B.A., Lethbridge.

ADVANCED INSTRUCTION

The demand for high school services continues to increase everywhere. Grade IX work is attempted with varying results in a large number of rural schools. The success of this attempt to meet the need in rural communities varies greatly, depending upon the skill and experience of the teacher, the efficiency of the organization of the school, and the attitude and capacity of the students. It does not offer any satisfactory or permanent solution of this problem.

The number of two-room schools in rural districts increases from year to year. In these excellent results are accomplished in both the elementary and high school grades. Especially is this true in the non-English-speaking districts, where the introduction of a second room invariably results in the cutting down of retardation,

and the extension of the school life of the pupils by two or three years.

The consolidated schools are now on a firmer basis financially and are doing excellent work.

In the towns and villages advanced instruction is taken care of in a generally satisfactory manner. However, the high school rooms in many of these centres are seriously overcrowded, and we may reasonably expect to see a large building programme, to increase and improve their high school accommodation in the near future.

The following extracts give a good general idea of what is being accomplished in advanced work in schools other than those reported upon by the High School inspectors.

"There are, in this inspectorate, 13 two-room schools, of which three began operation this year, in which high school work is being taken. In these schools provision is made, in due course, for the work of Grade I to Grade VIII. In these schools, quite frequently, in addition to the high school work provided in Grades IX and X, work in Grades VI to VIII is also necessarily taken. In a few instances, where conditions are more favorable, work in Grade XI is included in the senior room. While it is apparent that the amount of work to be undertaken in the senior room is very excessive, it is gratifying to observe that these schools are performing a real service to the community in which they are situated."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"The number of ungraded schools doing work above Grade VIII remains about the same as last year. In 32 of them Grade IX is taught. In two, Grades IX and X are attempted. In my opinion, too many one-room schools attempt to teach this advanced work. Although it remains with the inspector to decide whether it shall be taught, he often finds that the work has been undertaken by an inexperienced teacher without consulting the inspector, who may not hear of it until he visits the schools, which may be on towards the end of the December term. In circumstances such as the foregoing either the lower school is likely to suffer, or the Grade IX to receive insufficient guidance or instruction."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"In addition to the town, village and consolidated schools that undertake advanced instruction, rural high schools at Berwyn and Fairview commenced operation at the beginning of the fall term. These schools, which have an enrolment of approximately 35 pupils, offer better facilities for advanced instruction, and obviate the necessity of giving this instruction in the rural and village schools of their respective communities. These organizations bring more efficient advanced instruction into the rural communities."

INSPECTOR L. B. YULE, B.A., Peace River.

"In the hamlet of Barrhead, where two rooms are in operation and Grades IX, X, and XI are in attendance, the organization of a rural high school has been under discussion since early in the spring, but, of the five districts invited to participate in the scheme, only three completed petitions have been recorded. From present indications, it is not probable that the movement will enlist sufficient popular support to make a high school centre of this trading point."

INSPECTOR J. J. LEBLANC, B.A., Westlock.

"The rapid advance in secondary education has been very noticeable during the last year. It is the natural result of the normality of grading attained in the public school grades following the establishment of a second room. The first year is usually devoted by the teacher to systematic grading of the pupils, many of whom were found retarded as a result of overcrowding. Insufficient accommodation also curtailed the years of instruction for many students. Investigation revealed the aver-

age school age to be between eight and fourteen. Under the new system three school years have been extended to the children of these districts, for when the school registers are examined it is invariably found that the beginners' class is uniformly listed as six years, and not eight as in previous years. Three years' additional schooling will eventually mean the more rapid fusion of these people into the Canadian Nation."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"I have four two-teacher schools. I am especially pleased with the work each one is doing. Of my fifteen graded schools, one of the above stood fourth in number of units passed per pupil at last June Departmental examinations."

INSPECTOR P. H. THIBAUDEAU, B.A., Stettler.

"The wave of popular opinion favoring advanced education continues to rise higher and higher. In addition to five rooms in Wetaskiwin, two in Ponoka, two in Leduc and one in Millet, which are given over exclusively to high school work, 40% of the rural schools and four two-room rural schools offer instruction in grades above VIII. Of the rural schools, five teach some work in grades above IX; 75% of the rural schools now offer the Grade VIII work. Conditions for teaching high school work in some of these schools are by no means ideal, and the difficulty of deciding whether or not to authorize this work in some of these schools is one of my most disturbing problems. The success of the majority of these advanced students is remarkably good, though it must be admitted that in some cases the best interests of junior grades suffer, and it is often a gruelling strain on the health of a faithful and ambitious teacher."

INSPECTOR J. SCOFFIELD, B.A., Wetaskiwin.

"A considerable number of rural schools were authorized to give the high school work of Grade IX. On the whole, however, this work is not altogether satisfactory. In a great many cases the pupils get no real training in such subjects as general history, general science, and literature. This, of course, is not true of all schools, especially where the pupils are older and ambitious to get along. On the other hand, where the teacher has had little experience, or where she is only mildly interested, it is very largely a waste of time to attempt the work at all."

INSPECTOR R. H. LIGGETT, B.A., Olds.

"There was one drawback which should be noted, however. In the cases of Rimbey, Bentley, Clive, Sylvan Lake and Rocky Mountain House, there was too much overcrowding. The boards of these villages were alive to this problem and, in most cases, were kept from rectifying it only by the fact that the crowding was due too often to the influx of pupils from surrounding rural districts, particularly into the senior rooms. It was generally considered that the village ratepayers were contributing more than their share of the burden of school taxation. However, Rocky Mountain House and Sylvan Lake opened extra rooms last year, and Rimbey will do likewise in January."

INSPECTOR A. R. GIBSON, M.A., Red Deer.

"During the year, 85 of the 121 ungraded schools of this inspectorate gave instruction in work above Grade VIII; that is, up to and including Grade IX, depending upon the school. Eight was the greatest number of these high school students in any one school. Where the attendance in the public school grades is relatively large, very little time is spent, during the school day, in teaching the high school pupils; their efforts are directed, and the teacher gives them instruction after the other pupils have been dismissed. It is gratifying to know that most of our teachers are willing and anxious to give this extra time, and often without asking any remuneration. The success accompanying the taking of this more advanced work depends largely upon the efficiency of organization and skill of the teacher in getting pupils to study, and the attitude of the pupil towards his work. In the main, teachers, even the beginners, do well, but it would be very unwise to criticize and discourage them because their efforts are not so successful as are those in some high schools."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"About the same percentage of ungraded schools carried on Grade IX instruction this year as during the past two or three years. More boards, however, in planning to undertake this work, appear to realize its difficulty, and endeavor to engage teachers who have had experience with the advanced work. Consequently, the results secured in rural schools with this grade seem to be better each year. Grade IX work was taught in about 25% of the rural schools during the present year."

INSPECTOR F. G. BUCHANAN, M.A., Calgary Rural.

"The excellent type of work being done in the four consolidated schools, as previously reported, is being continued. The boys and girls on the farm in these districts are assured of a high school education, without having to leave home."

INSPECTOR J. A. MACGREGOR, B.A., High River.

"In schools of three rooms and over high school instruction is given also, six teachers being engaged exclusively in high school work. This work appears to have been carried on most successfully in schools where the principals have been retained by the boards for two years or more. Generally, the results attained by pupils of this territory in the 1928 Grade VIII and high school examinations have been very gratifying to teachers and parents, as well as to the pupils themselves."

INSPECTOR H. C. SWEET, B.A., Foremost.

"There are eight consolidated schools in this inspectorate. Five of these are doing the work of Grades IX, X and XI. The number of teachers employed has increased by five during the year.

"Arrears have come in rapidly the last two years, and the consolidated schools have all large bank balances. There has, therefore, been a considerable reduction in the amounts levied. Readymade S.D. erected a \$7,000 building, paid for it in full without borrowing, and still has a safe reserve."

INSPECTOR J. MORGAN, B.A., Lethbridge.

OFFICIAL TRUSTEESHIPS

From time to time situations develop in school districts which demand administration by an Official Trustee. Some communities require this kind of control permanently; in others, inability to secure three persons properly qualified for the office of trustee renders the trusteeship a temporary necessity. Occasionally disputes and local differences make it impossible for a local board to function in the educational interests of the community. There are rare cases in which boards mismanage the affairs of the school district, and an official trustee is necessary to place the business affairs of the district on a right basis and a sound footing.

In situations such as those referred to, it is the custom of the Minister to appoint an official trustee who is, in all cases, an inspector of schools. With his knowledge of the law, his experience, and his acquaintance with local conditions, he is well fitted to discharge the duties assigned by the law to a school board. The work is done without expense to the district.

While the official trusteeship is an effective instrument for the prompt correction of bad conditions, it is recognized as an arbitrary and dangerous procedure, and is, accordingly, resorted to only in rare instances, and after the fullest and most careful investigation has been made, and the justification for the action fully established.

"Official trusteeships within the inspectorate are constantly increasing. Commencing 1928 with eighteen, the number now stands at twenty-one. Mr. O'Brien, of the Department of Education, continues to administer the affairs of the same eight which he held last year; I hold the remaining thirteen. Of the latter, eleven are strictly rural school districts, and

two are in the mining areas. There is no prospect of any of these districts being turned back to local boards during the coming year."

INSPECTOR J. H. HUTCHISON, B.A., Onoway.

"Whenever it is deemed necessary to appoint an Official Trustee for whatsoever reason, it seems to me that the districts should pay for the service rather than having it borne by the public at large, as it is under present arrangements. Would it not be possible to have one man appointed official trustee of all districts, where such action is necessary, his salary and expenses in connection therewith to be met by a levy on the districts served?"

INSPECTOR J. A. MACGREGOR, B.A., High River.

"As in former years, the duties of administering the various districts over which I am official trustee required considerable time and attention. Of the twenty-three official trusteeships under my supervision, four districts are active throughout the year. One of them is a consolidated district with two teachers and four van routes. Six of them are under agreement for joint operation, and the remaining number, having no children, are inactive. No insurmountable difficulties were encountered in managing these districts, but, as will be seen from the statistical report, much time and thought were necessary to care for the large number of matters requiring attention."

INSPECTOR J. F. BOYCE, B.A., Bassano.

"This side of the inspector's work shows no signs of abatement. As a rule, a district is placed under the administration of the inspector because there are insufficient resident ratepayers to look after the affairs of the district, or because some element of friction is present which prevents the proper administration of the district. In this locality, as a usual thing, the reason for the official trusteeship is the lack of residents in the district. Of course, it is usually possible to group a number of official trusteeships together under one secretary, but at the same time it entails a great deal of responsibility on the inspector. In many cases the problem would be solved by a form of administration in which the district type of organization was changed to a larger type in which these units would be absorbed, and the affairs of the small unit administered as part of the large unit."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"When I commenced my duties there were nineteen official trusteeships in the inspectorate. The number still remains at nineteen, as the election of a board of trustees has been accomplished in one district, while removal of trustees from another necessitated my appointment as official trustee in its case.

"In the case of nine of these districts which appear to be fairly permanent official trusteeships, three secretaries have been secured, each keeping the books of three districts. In the other ten cases, the secretary is located in or close to the district, in practically every case a person who had direct connection with the district's affairs before the removal of ratepayers made it impossible to secure a local board. In three of these districts it may be possible to secure election of a local board in 1929."

INSPECTOR H. C. SWEET, B.A., Foremost.

SCHOOL FAIRS, FESTIVALS, SPORTS DAYS AND CONVENTIONS

The value of school fairs is commended by inspectors, as a means of directing and encouraging students in home and school projects. In addition they serve to arouse community and home interest in the work of the school. At these fairs a programme of school sports is carried out, and frequently public-speaking and musical contests find a place.

Musical festivals were again held in the Vegreville and Grande Prairie inspectorates last year. These efforts were attended with marked success. Over six hundred pupils competed for the

honors in the various contests in music, song, and drama at the Vegreville festival held in May last.

Local conventions of teachers in the various inspectorates were held in the fall of the year. These conventions are of an interesting and practical nature.

"The number of children entering into competition in school fair exhibits changes from year to year, but the quality and excellence of exhibits show uniformity in improvement. The interest shown by pupils, parents, and residents is gratifying and encouraging. The chief source of inspiration for a successful school fair, however, remains with the teachers of the districts included in the school fair centre. At each centre effort is made to arrange for the carrying out of a programme of school sports. The practice of having public speaking and musical contests at the several centres is encouraged. The school fairs not only encourage and direct the pupils concerned in home and school projects, but encourages and strengthens participation of the homes of the district in community interests."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"On the Thursday and Friday preceding Thanksgiving Day the teachers of the Onoway, Westlock, St. Paul and Edmonton Rural inspectorates met in convention in Edmonton. Three hundred and ninety teachers attended, and a keen interest was taken in the subjects which were under discussion. A high school section was organized for the benefit of those teachers who were teaching grades above the eighth. An interesting feature of the convention programme this year was the conducting of a half-day's school by Miss Dorothy Harding, of Northview S.D. The people of the district conveyed their entire school of eight grades to the city, and Miss Harding taught it for a half day."

INSPECTOR J. A. FIFE, M.Sc., Edmonton Rural.

"Many creditable exhibits in school work, household work, garden products and livestock were shown in competition. If fairs develop an interest and ability to grow only flowers and vegetables, they are worth much to a community. A valuable feature is the arrangement whereby the two leading exhibitors at each centre are given a free trip and visit of one week at one of the Provincial Schools of Agriculture."

INSPECTOR L. B. YULE, B.A., Peace River.

"In this inspectorate the Department of Agriculture was represented at the school fairs by four, five, or six judges, each a specialist in his own line. It would seem that the prestige of the Department of Education would not suffer by the presence of one judge who is a specialist, say, in art. Incidentally, the judging would be better done."

INSPECTOR C. H. ROBINSON, M.A., Lamont.

"The Vegreville School Festival was held on May 23rd. The third festival of song and drama to be held in this inspectorate surpassed in its results the most sanguine hopes of its originators. From the rather obscure and insignificant programme held three years ago to the elaborate functions of this year is a great step. It signifies progress, but above all, it marks the establishment of the children's festival in Vegreville.

"To put the number of contestants at six hundred is rather a conservative estimate. In all classes there was an increase over last year. This was markedly so in elocution, and Mr. G. F. McNally had, at the last moment, to requisition the services of Mr. I. V. Hall to assist him in adjudicating. Inspector Edwards, of the Wainwright inspectorate, had charge of the music, and his time was fully occupied from 9 a.m. to 5 p.m.

"The musical numbers were staged in the Vimy Theatre. The adjudicator complimented the vocalists on their performances, and stated that the tonal qualities had improved during the year, both in rural and town schools. The graded school chorus was keenly contested, Mundare being a close second to the Vegreville Grade VI. Due to the harmonious blending of voices, the prize was awarded to the latter.

"There was also keen competition for honours in the rural school chorus. There were six choruses competing. The Lesniw School, conducted by Miss E. A. Henry, won the cup awarded for this class. The adjudicator regarded the singing of this choir as the outstanding feature of the festival. All members of the choir are New Canadians of Ukrainian descent.

"Equally good was the dramatization of 'The Wedding of Allandale,' by the Innisfree junior room, under the direction of Miss Wilma Hughes.

"The winners of the various events appeared in the final programme on the evening of the same day. From the number who failed to secure admission to this concert, it is evident that these programmes are highly appreciated by the people of the community."

INSPECTOR OWEN WILLIAMS, B.A., Vegreville.

"Our annual convention of teachers was held in Stettler on Thursday and Friday, November 6th and 7th. It is a great convenience to teachers to hold the convention just preceding Thanksgiving Day. It makes for an agreeable break in the work, giving until the next Tuesday to return to work. We had 104 teachers in attendance. The programme was good. Mr. A. E. Ottewell, Registrar of the University, Mr. T. O. King, President of the Provincial Trustee Association, and Mr. N. E. Carruthers, ex-Principal of Lacombe Schools, gave very instructive and pleasing addresses.

"On Thursday the Stettler Inspectorate Trustees' Association met. About 50 were present, the best attendance yet. The Provincial President, Mr. T. O. King, gave a very appropriate address. The meeting was most interesting, the resolutions being well discussed.

"On Thursday evening the usual joint banquet was held. The attendance was about 150. The main address was given by Mr. Ottewell on 'The Problem of Rural School Education.' It was thoughtful and bright. The usual toasts were given.

"At the opening of the fall term a Sports and Athletic Committee was formed for the inspectorate. It held a most successful athletic meet the last Saturday in September, a basketball tournament the last Saturday in October, and a football tournament the last Saturday in November. The president is Mr. Percy Page, Principal in Botha; the secretary-treasurer, Mr. Roy V. Little, Grade VIII teacher, Stettler. The other officials are scattered around the neighboring villages, Red Willow, Erskine, Big Valley and Scollard. It will hold a baseball tournament the first Saturday in June next; thus making the rounds of the season and games. The surrounding principals are the best for sports and games that I have ever had."

INSPECTOR P. H. THIBAUDEAU, B.A., Stettler.

"The fall convention of the Hanna inspectorate was held in Drumheller, with an attendance of 120. One feature of the programme was the operation of all of the rooms of the Drumheller schools for the purpose of observation. The younger teachers also had the opportunity of seeing a rural school, including all of the grades, under a competent teacher, in operation. The work in the graded schools gives opportunity to observe special methods that may be adapted, while the work in the rural school, carrying on the ordinary routine, shows the inexperienced teacher just how the successful teacher carries out her time-table. This part of the programme was most favorably commented on by a large number of teachers."

INSPECTOR L. A. THURBER, B.Sc., Hanna.

"School fairs have been a success. Six were held, and while the attendance, and in some cases the exhibits, were not as great as in other years, the enthusiasm was noticeable. It is evident that at every one of these fairs the school work was out of all proportion to the exhibits of such livestock as horses, cattle, sheep, and pigs. The influence of the teacher must be good."

INSPECTOR W. J. McLEAN, B.A., Trochu.

"The fine weather during the month of September proved most advantageous for the holding of school fairs. The seven fairs, where I acted as judge of the school work exhibits, were well attended and quite successful, from the standpoint of interest of the people and quality of the children's exhibits.

"A two-day fall convention was held on the 8th and 9th of November. The programme was planned on lines similar to those of the last few years, with three divisions, primary, intermediate and senior public school, and programmes appropriate to each division. The attendance was very good from this inspectorate, and quite a number of teachers from other inspectorates were also in attendance. A joint convention of the high school teachers of the four inspectorates centering about Calgary was also in session at the same time, and teachers from this inspectorate interested in that work were in attendance there."

INSPECTOR F. G. BUCHANAN, M.A., Calgary Rural.

"A one-day institute was held at Vulcan on November 9th. Only those who were teaching their first schools were present. I am convinced of the value of these small gatherings, and those who attended did not hesitate to give expression to a similar opinion."

INSPECTOR J. A. MACGREGOR, B.A., High River.

"In November a joint convention of the teachers in the Foremost, Lethbridge, and Macleod inspectorates was held at Lethbridge. The weather was favorable, and the enrolment reached 476. The attendance at the sessions was remarkably regular, and in every way the teachers showed a keen interest.

"No institutes were held in my inspectorate during the year. The sectional meetings at the large convention took the place of them."

INSPECTOR JOS. MORGAN, B.A., Lethbridge.

EVIDENCES OF PROGRESS—OUTLOOK FOR 1929

The following extracts indicate development in all phases of education effort during 1928, and anticipate success and progress in school undertakings for the year 1929.

"There is a marked tendency for school districts to continue school operation throughout the full school year. The increase in two-room schools is gratifying. The movement to replace old schools with modern school structures is indicative of school interest and pupil welfare. The problem of providing rural school pupils with opportunity of high school instruction, while not solved, is demanding and is receiving very earnest thought and attention in rural communities directly affected. There is no apparent reason why 1929 should not be a prosperous and successful school year in all school enterprises in this inspectorate."

INSPECTOR J. W. RUSSELL, B.A., Camrose.

"Advanced instruction was inaugurated in two rural high school centres. Support for such an organization has developed in two other centres. In Grande Prairie a new site has been secured on which to erect a new building for advanced grades exclusively. In all, thirty-three new units, including the twenty-two new districts, have been created during the year.

"For 1929 it is clearly evident that many difficult problems connected with the organization of new districts, the reorganization of districts around new centres, created by railway extensions, and the erection and operation of schools in the newly-established districts, will have to be solved."

INSPECTOR L. B. YULE, B.A., Grande Prairie.

"The outlook for 1929 is encouraging. A larger number of boards than formerly are retaining the same teachers for the coming year, and boards which have found it necessary to secure new teachers started the search earlier. While the supply of teachers appears to be shorter than

in former years, the early activity of the boards will probably result in more schools opening promptly at the beginning of 1929."

INSPECTOR H. R. PARKER, B.A., Vermilion.

"Not only are new schools of the type enclosed being built, but the majority of school boards are taking a keener interest in school buildings and equipment.

"During the summer vacation practically all available carpenters within the inspectorate were working on schools. The provision of play-ground equipment is also a commendable feature which is receiving attention."

INSPECTOR W. H. EDWARDS, B.A., Wainwright.

"At the present moment the outlook for 1929 is promising. All the districts are in a much better financial standing; the schools have just passed through a successful year and anticipate another; the pupils have made good progress in most cases, and are ready for a year's work; salaries have increased, and the teachers look on their work with a better spirit. In addition, the population is pretty well stabilized now."

INSPECTOR F. S. CARR, B.A., Medicine Hat.

"In general, the prospects for 1929, educationally as economically, appear very bright. Conditions here are approaching those considered normal in the usually more favored sections of the prairies. The schools, I hope, will function efficiently, for the most part, for the full school year, with larger attendance as prosperity in the chief industry and increase in business attract a larger population."

INSPECTOR H. C. SWEET, B.A., Foremost.

"The educational outlook in this area for 1929 is as bright as it was for the past few years. While the grades received for grain and the prices are low, the crops have been heavy. During 1929 the schools should be able to finance themselves independently of outside aid. More land should be ready for cultivation and seeding at the right time next spring. With such economic conditions and the prevailing teacher supply, only unusual and unforeseen circumstances can greatly interfere with continued progress in 1929."

INSPECTOR C. C. BREMNER, M.A.

It is a satisfaction to report progress in the work of school inspection during the year 1928.

REPORT OF THE CHIEF ATTENDANCE OFFICER

(D. C. McEachern)

During the year 1928 the Attendance Branch of the Department dealt, as in former years, with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 2,605. In 1,956 cases children returned to school following these letters. In 201 cases the reports received showed that further attention would be required, while no reports were received in 448 cases up to the close of the year.

The number of Warning Notices issued during the year 1928 was 1,643. In 1,335 cases reports received from the teachers showed that in most cases the children returned to school, while it was necessary to refer 406 cases to our inspectors for action. This

resulted in 66 prosecutions and 62 convictions, 4 cases being dismissed.

Other reports received from the inspectors following their investigations showed that in 34 cases the children had returned to school. In one case there was not sufficient accommodation in the school to admit the child. In one case the family had been deported from the country. In five cases illness was given as the reason for the absence of the child. In seven cases the children were either under or over the compulsory school attendance age. In three cases the children were excusable on account of distance, one on account of poverty. One was found to be receiving efficient instruction at home, while in one case information was laid, and the case was pending at the end of the year. In four cases the inspector considered that further attention would be necessary. No reports following reference to the inspector were received in 282 cases by the end of the year.

Of the 406 cases referred to inspectors, 157 were on Warning Notices issued in 1927, and 249 on Warning Notices issued in 1928.

In the city schools The Attendance Act was enforced by local attendance officers. The number of cases in court during the year, as shown by our reports to date, was 94, resulting in 94 convictions. There were 438 Warning Notices issued to parents, and in all cities and towns the total number of work certificates granted was 61.

OPERATION

With respect to operation, inspectors are always advised regarding the termination of teachers' agreements as soon as that information is obtained here. Teachers are required to report one month in advance of the final termination of their agreements.

All agreements between teachers and school boards are carefully scanned on reaching this Department, and if it appears that the agreement is not in harmony with the requirements of The School Act it is returned to the secretary with a covering letter, copy of which is forwarded to the teacher as well, that the matter may be remedied with the least possible delay. In a good many cases it has been found that school boards without authority provide for longer periods of winter vacation than the school law permits. In all such cases we have endeavored through correspondence to change this procedure, with gratifying results in many instances. There is evidence that many school districts do not deem it necessary to secure authorization from the Minister of Education, as required by the second proviso to Sub-section 2 of Section 182 of The School Act, to extend the winter vacation. Before the Act was amended, Section 182 permitted school districts to extend the winter vacation for a period of four weeks without such authority being obtained. In many school districts, however, it has been sufficient to call the board's attention to the fact that it has no longer authority to extend the winter vacation in this manner.

In a considerable number of districts it is still impossible for school boards to provide for the full ten months' operation, and in such cases, on application from the school board for authority to extend the winter vacation, the authority has been given, after

receiving a recommendation from the inspector of schools that this is desirable. On the whole, it would seem that school boards in general are endeavoring to operate their schools for as long periods as they are financially able to do.

Our records show that in the Province there are 17 school districts which have been placed under The Educational Tax Act because of the fact that there were no children in the district to be provided for, and there were no liabilities for which school boards had to provide. There are, besides, some 48 school districts in which there were no children of school age, but in these cases it is not shown that the districts are free from financial obligations, and the Department would not be justified in placing them under The Educational Tax Act as yet.

Our records show that there were 165 schools which carried on a joint operation, in accordance with Section 208 of The School Act. In a number of other cases sufficient data had not been received up to the close of the year to enable us to approve agreements. In a number of cases where there were only a few children and difficulty was experienced in making provision for their education in other schools, the parents were furnished with assistance from the Correspondence Branch of the Department, while in one case where there were but four children, these were educated in Montana, across the international boundary line.

STATISTICS

The statistical branch of the Department has compiled tables to which I wish to refer briefly, as they bear on the attendance and operation of the schools throughout the Province. These tables are numbered as follows: (1), (2), (4), (11), (15), (16), (17), (23).

In table (1) it will be found that there has been an increase in the school population from the preceding year of 4,706 pupils. The table shows the percentage of enrolment in the elementary grades to be lower for the year than it was for the preceding year by .76%, which, of course, indicates that there is an equal increase in the secondary grades.

Table (2) shows an increase over the previous year in graded schools and a slight decrease in ungraded schools. The average length of the school year has decreased slightly owing to the epidemic of influenza in the fall of 1927.

From table (4) it will be seen that while the compulsory age limit in Alberta is fifteen years, the percentage of pupils who were over fifteen years of age was 7.58, the same as that of the preceding year, so that if there was a larger total attendance in 1928 and in the preceding year, there is a correspondingly larger number of pupils in the high school grades.

From table (11) it is shown that the average monthly percentage of attendance for the year, notwithstanding the epidemic of influenza in the fall of 1927, shows a slight increase as compared with the previous year, the average monthly attendance being 87.36%.

From table (15) it is noted that of the pupils enrolled during the year 1928, 55.2% attended over 160 days, a decrease of .8%. This is accounted for by the closing of some schools on account of the epidemic in the fall of 1927.

Table (16) shows that the average of the monthly percentage in town schools during the year was 91.2%, a slight increase over the previous year.

Table (17) shows that 91.2% of all schools operated over 160 days. This represents a slight increase over the preceding year, which was 90.04%.

The following table shows the number of schools in operation and the days actually operated during the years 1927 and 1928:

	1927	1928
20 days and less	2	6
40 days and over 20	6	3
60 days and over 40	16	13
80 days and over 60	14	13
100 days and over 80	25	24
120 days and over 100	34	44
140 days and over 120	77	68
160 days and over 140	137	109
180 days and over 160	241	335
200 days and over 180	1,799	2,078
210 days and over 200	625	422
Over 210 days	148	87
Totals.....	3,124	3,202

From the above table it will be noted that while 3,202 schools operated during the year, only 171 operated less than 160 days, and the total number of schools in operation was 78 in excess of that for the preceding year.

From table (23) it will be noted that the average monthly percentage of attendance, which is represented by 87.36%, shows an increase over the preceding year, which shows an average percentage of 86.56%.

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

Because of the change in the fiscal year this report will, of necessity, appear in two parts. The first section will deal with the auditor's report for the fifteen months of operation ending March 31st, 1928. The second division will be an interim report covering the remaining nine months up to December 31st, 1928.

The Provincial Auditor's last report on this Branch, which was made on March 31st, 1928, gave the gross business for the preceding fifteen months as \$172,717.38. This included the sale of text-books, books for school libraries, books supplied to schools in lieu of library grants, and supplies furnished to school districts for their financial records.

This Branch is entirely self-supporting, meeting all the charges of operation, such as salaries of staff, rent, insurance, interest charges payable to the Provincial Government on capital invested, and sundry expenses.

It is the policy of the Government that the school-book business shall not be a revenue-producing agency. It is, therefore, the endeavour of the management that profits and overhead charges shall break even. With a turnover of \$172,717.38, this objective has nearly been reached, as a surplus of \$752.92 only is shown in the auditor's report. This represents an over-estimate of less than one-half cent on the dollar for operation expenses.

It is the policy of the Department to purchase its text-books in Canada. Of the expenditure on text-books last year, 94% was paid to Canadian publishers, and the remaining 6% was distributed among publishers in Great Britain and the United States.

We have accounts with approximately 400 recognized dealers, covering nearly every town, city and village in the Province from Spirit River in the north to Coutts in the south.

During the past year 818 school districts have taken advantage of our special terms to school boards, whereby they purchase through this office on the same terms as are given to dealers. Books to the value of \$27,510.86 have been supplied, and the cost deducted from the Government Grant payable to the school district.

Twenty institutions such as Normal Schools, Institute of Technology and Art, Agricultural Schools, Private Schools and Colleges, Summer Schools for Teachers, Department of Public Printing & Stationery, Ottawa (for the use of Indian Schools under its jurisdiction), and many others, have been supplied with text-books and library books to the value of \$4,498.90.

An extensive business has been developed with students and teachers for special books suggested in the various courses of study for reference or supplementary reading. It is our policy to carry in stock at all times all titles which have been recommended in the curriculum, and so have available at short notice any material that might be required. During the past year the cash mail-order business amounted to \$9,430.35.

Grants for school library purposes were paid to 353 school districts, the value of the books distributed being \$6,338.26.

INTERIM REPORT FROM APRIL 1ST TO DECEMBER 31ST, 1928

The great bulk of new stock is ordered early in the year for delivery in May and June. During the summer all this material is put in shape for quick distribution during the rush period in August. There has been a marked increase in the sale of books authorized for the Secondary Schools. This is explained in part by the introduction of new texts in Geometry and Agriculture, but there would seem to be evidence here that the number of students taking High School work must have increased materially.

It is very interesting to note that our total sales for the past nine months are in excess of our sales for the calendar year 1927. Our cash sales for this period were \$135,691.34, and our charges to school districts amounted to \$17,640.56. We further paid School Library Grants to 295 school districts to the value of \$5,629.10, making a total of \$158,961.00, while the total for the year 1927 was \$158,374.01.

CANADIAN READERS TO STUDENTS IN GRADES I-VI

The Canadian Readers are supplied free of charge to students in Grades I to VI inclusive. In the distribution of Grades I and II, there has been an increase of 10%. The total number of volumes distributed to all grades was 93,527.

REPORT OF DEBENTURE BRANCH

(AUSTIN SCOFFIELD, *Manager*)DEBENTURES AUTHORIZED, REGISTERED AND SOLD
DURING 1928

Authorized by Board of Public Utility Commissioners, 137 Issues	\$1,747,250.00
Registered by Department of Education, 125 Issues.....	1,634,025.00
Registered in 1928, but proceeds not available until 1929—less	58,850.00
	<u>\$1,575,175.00</u>

BOND SALES

Sold through Debenture Branch:		
2 Town Issues	\$ 37,000.00	
32 Village Issues	149,300.00	
75 Rural Issues	196,675.00	
	<u>\$382,975.00</u>	
Less Five Village and Four Rural Issues registered in 1928, but proceeds not available until 1929	58,850.00	
	<u>\$ 324,125.00</u>	
Sold direct by School Districts:		
8 City Issues	\$1,149,000.00	
2 Town Issues	85,000.00	
2 Village Issues	5,500.00	
4 Rural Issues	11,550.00	
	<u>1,251,050.00</u>	
		<u>\$1,575,175.00</u>
TOTAL OF 1928 SALES:		
8 City Issues	\$1,149,000.00	
4 Town Issues	122,000.00	
34 Village Issues	154,800.00	
79 Rural Issues	208,225.00	
	<u>\$1,634,025.00</u>	
Less Five Village and Four Rural Issues registered in 1928, but proceeds not available until 1929	58,850.00	
	<u>\$1,575,175.00</u>	

AVERAGE RATE AT WHICH DEBENTURES SOLD

City Issues	5.42%
Town Issues	5.93%
Village Issues	6.00%
Rural Issues	5.96%
All Issues	5.86%

NOTE: In addition to the regular Debentures, 4 Refunding Issues were registered, totalling \$20,401.56.

DEPARTMENT OF EDUCATION

**CONTRACTS FOR RURAL, VILLAGE AND TOWN SCHOOL
BUILDINGS APPROVED BY DEBENTURE BRANCH
DURING 1928**

STANDARD DEPARTMENTAL PLANS

ONE-ROOM SCHOOLS

Plan No.	No. of Pupils	Description	No. of Bldgs.	Total Cost	Average Cost
A-1	23	Non-basement	3	\$ 4,952.00	\$ 1,650.66
A-2	23	Non-basement	1	2,212.00	2,212.00
A-3	24	Non-basement	2	2,800.00	1,400.00
A-4	23	Non-basement	1	1,843.00	1,843.00
A-5	24	Full basement	1	2,735.00	2,735.00
A-8	23	Non-basement	1	1,865.00	1,865.00
A-10	24	Non-basement	4	7,450.00	1,862.50
A-11	24	Full basement	4	10,672.00	2,668.00
B-1	29	Non-basement	1	1,380.00	1,380.00
B-3	29	Non-basement	2	3,971.00	1,985.50
B-4	30	Full basement	2	9,525.00	4,762.50
B-7	29	Non-basement	3	5,670.00	1,889.99
B-8	29	Full basement	2	5,690.75	2,845.67
C-3	39	Non-basement	6	13,416.60	2,236.10
C-4	40	Full basement	1	2,725.00	2,725.00
C-7	40	Non-basement	1	2,370.00	2,370.00
C-9	40	Non-basement	4	9,418.00	2,354.50
C-10	40	Full basement	2	6,875.00	3,837.50
C-11	40	Non-basement	1	1,725.00	1,725.00
C-12	40	Full basement	1	3,285.00	3,285.00
C-13	40	Non-basement	1	1,770.00	1,770.00
D-1	40	Non-basement	1	2,385.00	2,385.00
D-3	40	Non-basement	1	2,250.00	2,250.00

TWO-ROOM SCHOOLS

E-2	40	Non-basement	1	\$2,385.00	\$2,385.00
E-8	80	Full basement	1	3,750.00	3,750.00
E-9	80	Non-basement	2	7,790.00	3,895.00

SPECIAL PLANS

One-room Schools	33	\$94,331.90	\$ 2,858.54
Two-room Schools	9	53,982.00	5,988.00
Large Schools (3 or 4 rooms).....	4	96,660.00	24,165.00
Temporary Schools (one room)	2	2,125.00	1,062.50

ADDITIONS AND ALTERATIONS

One-room Additions	25	\$59,338.00	\$ 2,373.52
Two-room Additions	1	11,404.00	11,404.00

REPAIRS AND IMPROVEMENTS

Repairs to buildings, improvements to property, etc.	6	\$ 5,486.85	\$ 914.49
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TEACHERS' RESIDENCES

Departmental Plans	6	\$ 4,664.00	\$ 777.33
Special Plans	1	500.00	500.00

BUILDINGS DESTROYED BY FIRE

School Buildings destroyed by fire during the year	11		
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SUMMARY

One-room Schools	81	Residences	7
Two-room Schools	13	Repairs	6
Large Schools	4		
Additions	26		137

Destroyed by fire, 11

REPORT OF DIRECTOR OF TECHNICAL EDUCATION
AND PRINCIPAL OF THE INSTITUTE
OF TECHNOLOGY

(W. G. CARPENTER)

The work of the Institute of Technology has shown steady growth throughout the year. In practically every department a larger service has been rendered, and in several expansion was limited only by the limits of accommodation. This has been especially true in the Motor Mechanics, Welding and Electrical departments, and the courses having to do with the Building Construction Trades. The farm tractor classes have had an abnormal enrolment, which has filled to capacity the largely increased shop facilities provided during the year. In the mechanical department there has been a falling off in the numbers trained as steam engineers. This is probably due to the general impression that steam will be replaced by hydro-electric power in the future. The graduates in steam engineering have had difficulty in securing appointments when they were released from the classes here. They have to compete with experienced men, many of whom are changing positions after the winter months. The course of training required of the "first class" engineer is long and exacting. The widespread distribution of hydro-electric power throughout the Province has silenced several town steam plants, and made keener competition among engineers. This is one of the strongest departments in the Institute, and it is a matter of regret that the student attendance should go down.

The Railway Station Agents' course has been popular, our accommodation being taxed to capacity. All the men from this course who could be graded as efficient in this department have secured employment from the railroads. One of the interesting features of this work is continued interest of former students. When a slack period occurs, many of them return and brush up on some special phase of their work in which they have found themselves deficient.

In Art there has been little encouragement. Some particularly fine work has been done, but the attendance the second year has not increased to the extent anticipated. In general, it may be said that all day class courses have shown growth, both in enrolment and interest.

The table below gives the enrolment for the year 1927-28 in all departments:

ENROLMENT, 1927-28

Course.	Day.	Evening.	Correspondence.	Total.
Armature Winding .....	....	21	....	21
Automotive Electricity	15	16	....	31
Car Owners .....	....	48	....	48
Drafting	26	52	....	78
Dressmaking and Millinery	35	13	....	48
Electrical Engineering	107	40	....	147
Farm Mechanics	28	....	....	28
Geology and Prospecting .....	....	30	....	30
Machine Shop	10	52	....	62
Mathematics (Mining) .....	....	....	14	14
Mining	5	....	78	83
Motor Mechanics	106	90	....	196
Steam Engineering	24	31	198	253
Telegraphy	36	39	....	75
Tractor Engineering	243	....	....	243
Industrial Art	13	44	....	57
Oil Chemistry .....	....	13	....	13
Show Card and Posters .....	....	16	....	16
Welding .....	....	34	....	34
Plumbing and Heating .....	....	17	....	17
Woodwork .....	....	12	....	12
Radio .....	....	18	....	18
Credit Men's Institute .....	....	170	....	170
Summer School	51	....	....	51
	699	756	290	1,745

EVENING CLASSES

There has been an increased interest in the evening programme offered at the Institute. In 1927-28 there was an enrolment of 756 in the evening classes, including a heavy class of 170 in the Credit Men's Institute. In Motor Mechanics a total enrolment of 109 students was reached. The Building Construction Classes, including theory and shop practice, increased from 30 to 83. A "ground" course was organized in co-operation with the Calgary Aero Club, in which 76 persons enrolled and received 40 lectures. The evening class for Plumbers' apprentices was extended after consultation with the Master Plumbers' Association and the Brotherhood of Plumbers and Steam Fitters. An attendance of 30 young men actively engaged in this trade was secured. Under the arrangement at present in force, these apprentices get two evenings per week and a Wednesday afternoon at the expense of their employer. The plan is working very satisfactorily. A similar plan is being formulated by a committee of the Builders' Association and the Builders' Union for the other building trades. This department could be greatly expanded if sufficient shop space were available.

A special teacher-training class running from November 21st, 1928, to March 27th, 1929, is being conducted for the members of the staff of the Institute. Two sessions per week are being held, one on Wednesday evening of two hours' and one on Saturday afternoon of three hours' duration. The following programme is being given:

Psychology—A. E. Hutton: 13 hours.

Teaching Methods and Practice Teaching—Messrs. Ross, Bennett, Fowler and Carpenter; 33 hours.

Management and Theory of Education—W. G. Carpenter: 13 hours.

Job and Occupational Analysis—J. H. Ross: 20 hours.

Each student is required to read and write an examination on "James' Talks to Teachers" and one other book, approved by the staff. A detailed occupational analysis must be worked out by each member of the group and handed in as a thesis. Written examinations will be given at the conclusion of the course. Twenty-eight members of the staff are in attendance.

The Correspondence Department has had a successful year, with an increased demand upon its services. The new Mathematics courses have met with favor. An elementary steam course for oil-well drillers and cheese factory operators is in course of preparation. A particularly pleasing feature of the Correspondence work of the Institute has been the hearty co-operation of the field inspectors in Mining and in Steam Engineering. Many of these students have been directed to the Institute by these inspectors.

The addition of the new wing to the shop buildings during the year has proved to be a great boon. In the large tractor workshop, which is 154'x40', about 40 tractors have been torn down and reconditioned. The tractor shop has retained the good-will of the tractor-distributing houses. These firms have very generously filled the shop with new model gasoline machines. The farm machinery room is particularly attractive. In all, about \$75,000 worth of equipment has been loaned by farm machinery companies for instructional purposes. The new amphitheatre, seating 250 persons, has been of great value. It would have been absolutely impossible to meet the demand made upon the Institute if this room had not been provided.

Through the courtesy and generosity of the Royal Canadian Air Force, the equipment of the Institute has been materially increased. There was received a complete Sopwith Camel Aeroplane, a Clerget Rotary Air Engine, and a Wolsely Viper Engine. These were particularly useful for demonstration purposes in the course given the members of the Calgary Aero Club.

The Summer Classes offered by the Institute have not been well patronized. The enrolment for the summer of 1928 was only 56, and it is doubtful whether these classes can be made successful. The appeal has necessarily to be made to high school students just released from a strenuous period of examinations, and further confinement in the class-room is not popular. Still, there is such an excellent opportunity offered in these courses for relaxation and self-discovery that it is a matter of regret that the attendance is not larger.

The following table shows the enrolment up to the 31st of December, 1928.

Course.	Day.	Evening.	Correspondence.	Total.
Tractors	150	22	....	172
Electricity	113	47	....	160
Machine Shop	12	49	....	61
Farm Mechanics	47	....	....	47
Automobiles	112	131	....	243
Battery and Ignition	23	37	....	60
Welding	3	40	....	43
Drafting	25	94	....	119
Dressmaking and Millinery	38	21	....	59
Art and Posters	12	45	....	57
Station Agents and Telegraphy....	31	53	....	84
Blacksmithing .....	....	16	....	16
Mathematics and English .....	....	34	....	34
Radio .....	....	25	....	25
Plumbing and Heating .....	....	30	....	30
Woodworking .....	....	26	....	26
Geology and Prospecting .....	....	20	....	20
Mechanical and Steam	18	19	116	153
Chemistry .....	....	10	....	10
Credit Institute .....	....	70	....	70
Ground Course Aero Club .....	....	76	....	76
Teacher-training .....	....	28	....	28
Summer, 1928	56	....	....	56
Mining .....	....	....	94	94
	640	893	210	1,743

A new Tractor Class enrolls on February 11th, 1929.

The enrolment record since 1924-25, inclusive, is as follows:

Year.	Day.	Summer.	Evening.	Mail.	Total.
1924-25	393	.....	198	238	829
1925-26	418	.....	316	154	888
1926-27	538	51	523	212	1,273
1927-28	699	51	756	290	1,745
1928-29 (1st term)	584	56	893	210	1,743

It is estimated that the numbers for 1928-29 will reach a total of 2,000.

The student hour record for day classes is:

1924-25	185,658 student hours
1925-26	213,678 " "
1926-27	247,615 " "
1927-28	288,885 " "

The student hour record for the fall term months for the three years past:

	October.	November.	December.
1926	20,184	34,917	27,978 student hours
1927	20,149	38,364	36,361 " "
1928	27,877	52,090	38,818 " "

In all, 66 instructors were used in the Institute during the year. Many of these were specialists actually engaged in industry in their respective fields, who were pressed into instructional service, to meet a demand. On the whole, the plan has worked well, although in some cases the lack of training in the art of teaching has been very evident.

The activities of the students' organization were a pleasing feature of the year's work. Social gatherings were held frequently,

and were conducted in such a way as to reflect credit on the students and the institution. A splendid spirit of co-operation exists between students and staff, and a healthy school spirit and tradition is steadily growing. These can only come with advancing years, but when fully developed will constitute a most valuable asset. The annual banquet was held, but was not as successful as usual. The room did not lend itself to after-dinner speaking, so many of the guests were unable to hear the speeches.

It can be truly said that the Institute enjoys a higher place in the educational life of the Province than ever before. The press has been particularly kindly in the attitude it has taken, and most helpful. Little advertising is done, the good-will of former students being relied on to make the advantages of the Institute known. The coming year has every promise of success. Several applications are on file for classes opening in October, 1929. It is sincerely hoped that additional accommodation may be provided for the work in Building Construction.

TECHNICAL SCHOOLS

In Edmonton the work has been well maintained without, however, the opening of new courses. In Calgary much thought has been given to provision for technical instruction on the high school level. The School Board has decided to provide a two-year programme in one of its new high schools, and to begin this work in September, 1929. A special programme of studies is in course of preparation to meet the needs of this new organization.

There has been a revival of interest in Evening Class programmes in industrial subjects at various points in the Province. Classes are being held at Blairmore, Bellevue, Medicine Hat, Canmore, Rosedale, Drumheller, Calgary, Edmonton, Mercoal and Mountain Park. The improvement in the coal industry stimulates effort along these lines. There has been a marked demand for classes in oral and written English from those who have recently come from non-English-speaking countries. Detailed outlines for the guidance of the teacher in such subjects as Electricity, Mining, Steam Engineering, Mathematics, Beginning English and Dressmaking have been prepared during the year, and are now available for the use of night school teachers everywhere.

GENERAL STATISTICS

(I. V. HALL, *Statistician*)

The following statistics have been compiled from information furnished by teachers, secretaries of school districts and official auditors.

Despite the fact that many of the schools were forced to close due to an epidemic of infantile paralysis prevalent in the Province in the fall of 1927, more than 91% of the schools in operation were open for more than 160 days during the year 1927-28.

In 5,148 rooms or departments in 3,202 school districts the enrolment was 159,086 in the year 1928. Of this enrolment 53,927 were in 68 City and Town Districts, 5,577 in 13 Separate School Districts, and 34,883 were in the rooms of other graded schools, as compared with 52,360 pupils in City and Town Districts, 5,536 in Separate Schools and 32,732 in other graded schools in 1927. The total rooms in 378 graded schools was 2,324. There were 6,644 pupils in 189 rooms in 65 consolidations, and 11,382 pupils in 318 rooms of 153 rural graded schools. The number of pupils in attendance in the rural graded schools continues to increase. There were 64,699 pupils in 2,824 one-room schools.

The average monthly percentage of attendance was 87.36 of the monthly enrolment.

The increase in the enrolment in the upper grades as compared with the lower grades since 1912 (the year in which the 12-grade system was introduced) may be seen in the following table:

PERCENTAGE OF ENROLMENT			
Year	Grade I	Grades IX to XII	Grades VII to XII
1912.....	32.24	3.92	14.65
1913.....	32.08	4.09	14.50
1914.....	29.86	4.44	15.51
1915.....	25.54	5.38	17.19
1916.....	25.14	5.81	18.06
1917.....	24.87	5.62	18.45
1918.....	25.41	6.22	19.42
1919.....	26.05	6.52	20.39
1920.....	24.93	6.74	21.31
Jan.-June 1921.....	25.24	6.04	18.94
1921-1922.....	22.81	7.53	21.26
1922-1923.....	20.87	8.29	22.73
1923-1924.....	19.51	9.13	23.39
1924-1925.....	18.23	9.95	24.23
1925-1926.....	17.68	9.60	24.82
1926-1927.....	17.74	10.68	25.94
1927-1928.....	17.57	11.44	26.90

The percentage of pupils enrolled in Grade I in the year 1928 shows a slight decrease from the previous year, and is much lower than in previous years, while the percentage of pupils from Grades VII to XII continues to increase. The percentage of enrolment of Secondary Grade Pupils compares very favorably with that of other provinces of Canada.

The distribution of pupils by grade leaving school at the age of 15 years since 1919 by percentage was as follows:

	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919..	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920..	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-June 1921..	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	.....
1921-1922..	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923..	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924..	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925..	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926..	.15	.35	1.16	2.10	6.65	10.21	17.24	34.69	15.20	10.53	1.46	.26
1926-1927..	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928..	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
Avr. for 10 yrs.	.78	.96	2.26	4.13	7.42	12.16	20.13	31.57	12.27	5.92	2.12	.43

There continues to be a decrease in the percentage of pupils leaving school in the lower grades at the age of 15 years.

The average number of days of operation in ungraded schools was 181.75 and in graded schools was 197.80. In the ungraded schools the pupils on an average attended 126.17 days and in graded schools 153.10 days.

The cost of education will be found in Tables 29 and 30.

There has been a creditable activity in School Fair work. There were 118 such fairs held in the Autumn of 1928, when nearly twenty thousand pupils entered over thirty-five thousand exhibits of their school work. An increasing interest in school fairs is shown by pupils, teachers and parents, and the results are very satisfactory.

TABLE 1.
CLASSIFICATION OF PUPILS.

Grades	No. of Pupils June 30, 1927	Per cent. of enrolment	No. of Pupils June 30, 1928	Per cent. of enrolment
I	27,390	17.74	27,954	17.57
II	18,129	11.74	18,505	11.63
III	18,793	12.17	18,687	11.75
IV	18,126	11.74	18,201	11.44
V	16,722	10.83	17,339	10.90
VI	15,193	9.84	15,606	9.81
VII	12,118	7.85	12,802	8.05
VIII	11,430	7.41	11,774	7.41
IX	7,474	4.84	8,432	5.29
X	4,756	3.08	5,087	3.20
XI	3,165	2.05	3,455	2.17
XII	1,093	.71	1,244	.78
Totals	154,380	100.00	159,086	100.00
Elementary Grades	137,892	89.32	140,868	88.56
Secondary Grades ..	16,488	10.68	18,218	11.44

Percentage of Enrolment in Secondary Grades was 10.68 in 1927 and 11.44 in 1928. Private School Pupils are included in this table.

TABLE 2.

COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS IN GRADED AND UNGRADED SCHOOLS.

	Graded Schools	Ungraded Schools
Number of Pupils enrolled	94,387	64,699
Aggregate days' attendance of Pupils.....	14,450,301.5	8,163,336.5
Daily average attendance of Pupils.....	75,651.79	43,432.22
Percentage of attendance of total enrolment	80.15	67.13
Average number of days attended per Pupil..	153.10	126.17
Average length of school year	197.80	181.75
CLASSIFICATION: Grade I.....	14,110	13,844
II	10,476	8,029
III	10,170	8,517
IV	9,908	8,293
V	9,780	7,559
VI	8,910	6,696
VII	7,832	4,970
VIII	7,022	4,752
IX	6,663	1,769
X	4,859	228
XI	3,414	41
XII	1,243	1
Total Attendance.....	94,387	64,699

The percentage of Attendance of Total Enrolment shows an increase over the previous year in Graded Schools. There is a slight decrease in Ungraded Schools. Ungraded Schools are one-room Schools and are, for the most part, Rural. The average length of school year has decreased slightly, due to the prevalence of Epidemics in the fall of 1927.

TABLE 3.

AVERAGE AGE OF PUPILS.

Grade I	7.0
Grade II	8.1
Grade III	9.5
Grade IV	10.4
Grade V	11.5
Grade VI	12.5
Grade VII	13.2
Grade VIII	14.4
Grade IX	15.5
Grade X	16.4
Grade XI	17.3
Grade XII	18.5

TABLE 4.

Age	Total No. of Pupils	Percentage of enrolment
5 years and under	1,149	.72
6 years	9,339	5.86
7 years	16,547	10.40
8 years	16,792	10.55
9 years	16,271	10.23
10 years	15,997	10.05
11 years	15,986	10.05
12 years	15,885	9.98
13 years	15,164	9.53
14 years	13,747	8.64
15 years	10,104	6.41
16 years	5,940	3.73
17 years	3,334	2.09
18 years	1,698	1.06
19 years	674	.42
20 years	246	.15
21 years and over	213	.13
Total.....	159,086	100.00

The compulsory age limit in Alberta is 15 years, but 7.58 per cent. of enrolled pupils were over 15 years of age.

TABLE 5.
DISTRIBUTION OF PUPILS BY SEX, GRADE AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1928
(JULY 1st, 1927, TO JUNE 30th, 1928)

	Sex	5 yrs and under	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
		yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	yrs.	
Grade I.	Boys	577	4518	5807	2195	790	289	134	87	32	42	10	1	2				1	14495
	Girls	561	4356	5343	2074	625	237	104	58	44	33	17	3	4					13459
Grade II	Boys	5	201	2296	3728	1839	774	341	152	90	34	14	3	3	1				9480
	Girls	6	231	2401	3640	1667	600	241	116	66	36	17	3			1			9025
Grade III	Boys	12	292	2098	3817	1984	956	480	244	134	43	10	2	2	2			1	9575
	Girls	21	368	2243	3189	1698	828	420	192	90	55	5	6	1	1	1			9112
Grade IV	Boys	16	322	1910	2962	1878	1116	598	279	89	21	89	21	5	1	1			9197
	Girls	24	435	2165	2985	1775	846	437	231	231	231	89	22	3	2	2			9004
Grade V	Boys	19	405	1743	2768	2016	1161	694	494	177	38	233	18	3	4	1			8875
	Girls	38	411	1850	2770	1806	870	494	177	38	23	177	38	9	2	4			8875
Grade VI	Boys	21	343	1574	2505	1850	1037	445	181	100	12	311	100	12	3	4			8462
	Girls	32	452	1792	2542	1648	1831	727	207	44	12	311	100	12	3	4			8462
Grade VII	Boys	45	382	1706	2058	1568	820	219	39	8	9	820	219	39	8	12	3		7324
	Girls	52	425	1388	1831	1250	472	102	102	102	102	102	102	102	102	102	2		6301
Grade VIII	Boys	59	523	1557	1831	1250	472	102	102	102	102	102	102	102	102	102	2		6301
	Girls	76	472	1260	1555	944	360	116	34	8	11	116	34	8	11	11	2		5847
Grade IX	Boys	33	239	583	657	342	129	51	22	21	2077	583	657	342	129	51	22		3596
	Girls	41	267	825	939	560	214	75	20	19	3010	825	939	560	214	75	20		4886
Grade X	Boys	1	32	166	482	627	438	158	72	40	2016	166	482	627	438	158	72		4399
	Girls	1	32	166	482	627	438	158	72	40	2016	166	482	627	438	158	72		4399
Grade XI	Boys	10	68	145	145	145	145	145	145	145	145	145	145	145	145	145	145		502
	Girls	12	98	230	221	113	30	37				12	98	230	221	113	30		742
Totals by Sex	Boys	582	4731	8411	8362	8182	8127	8045	8037	7769	6823	4811	2599	1341	655	278	110	103	78966
	Girls	567	4608	8136	8430	8089	7870	7941	7848	7395	6924	5293	3341	1993	1043	396	136	110	80120
Grand Totals		1149	9339	16547	16792	16271	15997	15986	15885	15164	13747	10104	5940	3334	1698	674	246	213	159086
Beginning Grade I this year	Boys	577	4450	4997	1602	520	204	94	77	34	35	8	1	2				1	12602
	Girls	561	4285	4672	1534	339	165	72	46	37	28	15	3	4					11811
Repeating Grade I from previous year	Boys	68	810	593	270	85	40	10	8	7	5	2							1893
	Girls	71	671	540	236	72	32	12	7			2							1648

TABLE 5 (a).
GRAPH 1.

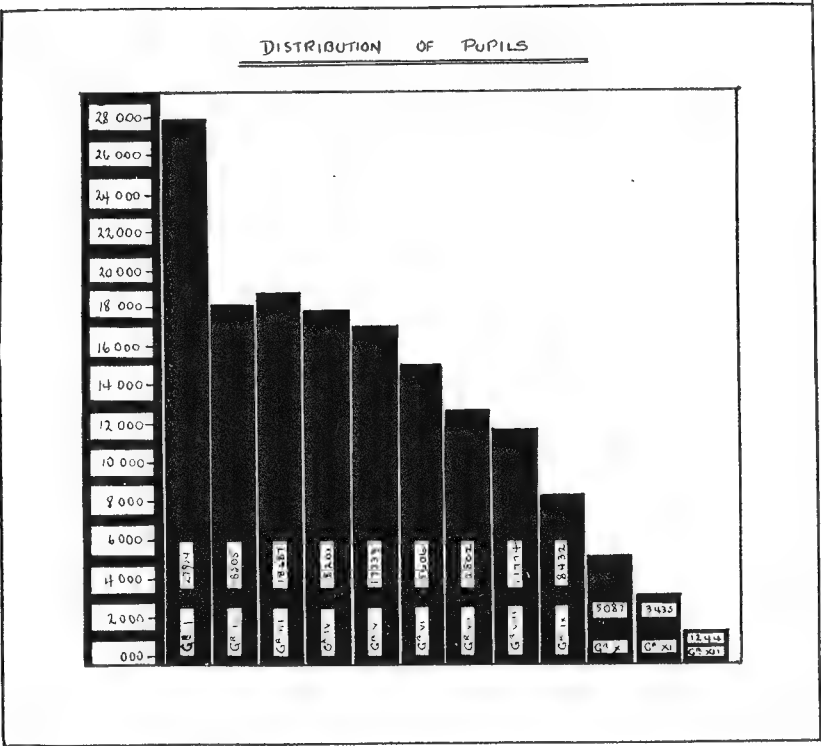


TABLE 6.

TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE
UNDER-AGE, NORMAL, AND OVER-AGE.

Grades	Number in each Grade			Total in each Grade	Per cent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
I	1,138	20,024	6,792	27,954	4.10	71.61	24.29
II	443	12,065	5,997	18,505	2.39	65.21	32.40
III	693	10,847	7,147	18,687	3.70	58.05	38.25
IV	797	10,022	7,382	18,201	4.37	55.07	40.56
V	773	9,131	7,435	17,339	4.45	52.67	42.88
VI	851	8,403	6,352	15,606	5.45	53.85	40.70
VII	801	6,794	5,207	12,802	6.25	53.08	40.67
VIII	1,059	6,908	3,807	11,774	8.99	58.68	32.33
IX	952	4,954	2,526	8,432	11.17	58.87	29.96
X	580	3,054	1,453	5,087	11.40	60.10	28.56
XI	371	1,894	1,190	3,455	10.74	54.82	34.44
XII	189	721	334	1,244	15.19	57.97	26.84
Totals	8,647	94,817	55,622	159,086	5.43	59.61	34.96

This is a recapitulation of Table 5. There is a decrease in the percentage of pupils over age and behind in their grades as compared with the previous year. Pupils lose a great number of days even when schools are in operation, as is shown in Table 22.

TABLE 7.

The following is the number of Pupils leaving school at the age of 15 years:

Grade I	3
Grade II	6
Grade III	20
Grade IV	79
Grade V	188
Grade VI	298
Grade VII	619
Grade VIII	961
Grade IX	532
Grade X	262
Grade XI	70
Grade XII	3
Total.....	3,041

This shows a slight decrease as compared with the previous year.

TABLE 8.

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.002
Grade II	.004
Grade III	.013
Grade IV	.05
Grade V	.12
Grade VI	.18
Grade VII	.39
Grade VIII	.60
Grade IX	.33
Grade X	.17
Grade XI	.04
Grade XII	.002
Total.....	1.901

There continues to be a slight decrease here over the previous year.

TABLE 9.

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.10
Grade II	.20
Grade III	.65
Grade IV	2.60
Grade V	6.18
Grade VI	9.79
Grade VII	20.36
Grade VIII	31.60
Grade IX	17.50
Grade X	8.62
Grade XI	2.30
Grade XII	.10
Total.....	100.00

TABLE 10.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.01
Grade II	.03
Grade III	.11
Grade IV	.43
Grade V	1.08
Grade VI	1.91
Grade VII	4.52
Grade VIII	8.17
Grade IX	6.32
Grade X	5.15
Grade XI	2.03
Grade XII	.24

There is a decrease of 54 pupils leaving school at the age of 15 years as compared with the previous year.

TABLE 11.

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH
DURING THE YEAR JULY 1, 1927-JUNE 30, 1928.

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance per Month
July	154,703.5	136,396	88.16
August	280,807	233,956.5	83.32
September	1,815,131.5	1,517,430.5	83.59
October	2,673,111.5	2,341,572	87.59
November	2,777,775	2,368,166	85.26
December	2,098,627.5	1,805,241	86.03
January	2,510,146	2,241,966	89.32
February	2,688,073	2,422,148	90.10
March	2,871,951	2,581,384.5	89.92
April	2,125,190	1,880,402.5	88.48
May	2,978,326.5	2,667,612	89.57
June	2,777,617.5	2,417,363	87.03
Average monthly percentage of Attendance.....			87.36

The percentage of Attendance per month fell off considerably during the fall term of 1927, due to the prevalence of an epidemic throughout the Province. Considerable gains, however, are recorded in the spring term of 1928, so that the average for the year shows an increase as compared with the previous year.

Week-by-week attendance would be very difficult to secure, but would be of more value than the monthly ones. This statement is more nearly correct than is a yearly one.

TABLE 12.
GRAPH 2.

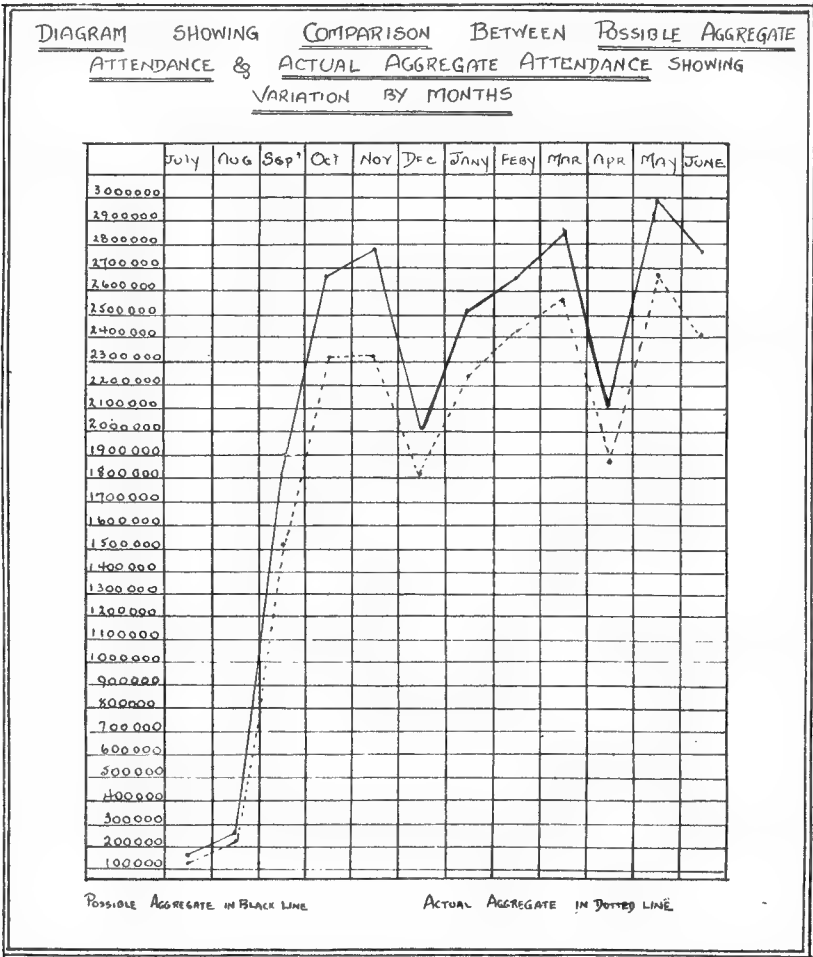


TABLE 13.

SCHOOL DISTRICTS.

School Districts in existence December 31st, 1927, including the units in consolidation	3,442
Consolidations in existence December 31st, 1927.....	64
Number of School District units in consolidation Dec. 31st, 1927....	207
Number of School Districts erected during the year 1928:	
Public	56
Roman Catholic Separate	1
Protestant Separate	1
Number of School Districts disorganized during the year 1928:	
Public	3
Number of School Districts in Province December 31st, 1928, including the units in consolidation	3,497
Number of Consolidated School Districts in existence December 31st, 1928	64
Number of School District units in consolidation Dec. 31st, 1928..	205
Number of Rural High Schools in Province December 31st, 1927....	9
Number of Rural High Schools erected during the year 1928.....	1
Number of Rural High Schools December 31st, 1928.....	10
Number of units in Rural High Schools December 31st, 1928.....	49

TABLE 14.

ATTENDANCE OF PUPILS.

Number of Pupils attending school during the year.....	159,086
Number of Boys	78,966
Number of Girls	80,120
Total aggregate attendance for the year	22,613,638
Total average attendance for the year	119,084.01

The average number of Pupils enrolled per room was 31.9, an increase of .9 over the previous year. The average attendance per room was 23.9, an increase of .8 over the previous year.

TABLE 15.

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN, VILLAGE, AND RURAL SCHOOLS.

	City and Town	Village	Rural	Total
Less than 20 days	1,211	603	3,086	4,900
Between 20 and 39 days	1,475	752	5,251	7,478
Between 40 and 59 days	1,729	962	5,843	8,534
Between 60 and 79 days	1,465	669	3,941	6,075
Between 80 and 99 days	1,445	694	4,222	6,361
Between 100 and 119 days	2,013	956	5,360	8,329
Between 120 and 139 days	2,532	1,193	6,801	10,526
Between 140 and 159 days	5,206	2,014	10,760	17,980
Between 160 and 179 days	21,251	5,318	17,059	43,628
Between 180 and 199 days	24,084	6,717	12,882	43,683
200 days and over	433	278	876	1,592
Totals.....	62,849	20,156	76,081	159,086

Of the pupils enrolled, 55.2 per cent. attended over 160 days, a decrease of .8 per cent. from the previous year. This can also be accounted for, due to the fact that many schools were closed for a period of the December term of 1927, while the epidemic was prevalent throughout the Province.

TABLE 16.
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING
THE YEAR.

Schools	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	159	124.99	89.1
Edmonton	14,700	12,804.61	92.5
Calgary	15,041	12,709.08	92.1
Thibault	203	155.62	94.0
Macleod	382	320.03	90.3
Lethbridge	2,478	2,096.48	93.2
Medicine Hat	2,601	2,219.04	93.3
Fort Saskatchewan	282	223.62	92.2
National Park	466	359.58	91.3
Gleichen	244	195.03	92.5
Red Deer	721	593.14	92.1
Pincher Creek	280	215.43	91.0
High River	480	366.58	91.8
Okotoks	248	201.85	90.8
Innisfail	304	245.22	88.9
Olds	371	285.04	89.3
Lacombe	384	297.96	88.9
Wetaskiwin	575	459.64	90.6
Leduc	291	233.32	91.2
Ponoka	312	268.08	92.6
Cardston	719	594.89	96.2
Magrath	452	368.32	94.3
Blairmore	505	412.43	93.6
Didsbury	296	223.51	87.9
Raymond	645	527.38	91.2
Claresholm	395	336.68	92.5
Athabasca	177	137.73	90.9
Irvine	77	51.05	88.4
Taber	580	449.36	89.0
Stavelly	128	106.80	92.8
Coleman	679	593.35	94.3
Gratum	143	114.13	91.5
Camrose	718	587.64	92.5
Vermilion Centre	425	327.60	92.3
Stettler	496	362.33	88.1
New Vegreville	607	486.39	91.1
Daysland	219	163.99	91.3
Strathmore	219	170.06	90.4
Wainwright	320	266.16	93.5
Hardisty	192	154.20	90.9
Vulcan	209	251.24	92.9
Tofield	218	171.97	91.0
Carmangay	113	87.83	89.5
Brooks	160	129.96	90.0
Bassano	205	172.70	92.1
Castor	232	175.22	89.2
Redcliffe	329	253.00	89.7
Beverley	264	216.72	90.8
Edson	407	334.13	91.1
Coronation	227	177.31	91.5
Drumheller	1,333	1,002.34	87.2
Big Valley	292	228.39	91.1
Peace River	239	153.46	86.1
Hanna	523	390.57	90.4
Grouard	170	119.42	87.4
Calgary R. C. S.	1,541	1,281.73	92.6
Edmonton R. C. S.	2,423	1,885.25	93.2
Holy Cross R. C. S.	44	31.81	89.6
Lethbridge R. C. S.	585	506.72	93.0
Sacred Heart R. C. S.	73	61.04	90.6
St. Martin's R. C. S.	128	102.37	90.8
North Red Deer R. C. S.	136	109.01	92.3
St. Michael's R. C. S.	145	116.61	94.0
St. Louis R. C. S.	146	117.58	92.3
Theresetta R. C. S.	96	65.19	86.8

Average of monthly percentages of Town Schools during the year for the months actually operated, 91.2.

This shows a slight increase over the previous year.

TABLE 17.

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION
AND DAYS ACTUALLY OPERATED DURING THE YEAR.

	City and Town	Village	Rural	Total
Less than 20 days .....	....	....	6	6
Between 20 and 39 days (inclusive).....	....	....	3	3
Between 40 and 59 days (inclusive).....	....	....	13	13
Between 60 and 79 days (inclusive).....	....	1	12	13
Between 80 and 99 days (inclusive).....	....	....	24	24
Between 100 and 119 days (inclusive).....	....	1	43	44
Between 120 and 139 days (inclusive).....	....	....	68	68
Between 140 and 159 days (inclusive).....	....	1	108	109
Between 160 and 179 days (inclusive).....	1	4	330	335
Between 180 and 199 days (inclusive).....	61	152	1,865	2,078
200 days and over	6	26	477	509
Totals.....	68	185	2,949	3,202

During the year 91.2 per cent. of the schools operated over 160 days, an increase of over 1 per cent. over the previous year.

The benefit of the assistance given to Districts with small assessments is again demonstrated this year.

TABLE 18.

NUMBER OF SCHOOL DISTRICTS IN OPERATION AS AT JUNE 30,
1927, AND JUNE 30, 1928, AND NUMBER OF DEPARTMENTS
IN EACH.

School Districts Having	Total Schools		Total Departments	
	June 30, 1927	June 30, 1928	June 30, 1927	June 30, 1928
1 Department	2,782	2,824	2,782	2,824
2 Departments	168	191	336	382
3 "	55	61	165	183
4 "	38	44	152	176
5 "	25	26	125	130
6 "	10	9	60	54
7 "	7	8	49	56
8 "	7	4	56	32
9 "	4	6	36	54
10 "	3	4	30	40
11 "	5	5	55	55
12 "	4	4	48	48
13 "	1	1	13	13
14 "	1	2	14	28
15 "	2	1	30	15
16 "	2	2	32	32
17 "	3	2	51	34
18 "	1	1	....	18
27 "	1	1	27	27
39 "	1	....	39	....
40 " .....	....	1	....	40
61 "	1	....	61	....
62 "	1	1	62	62
63 " .....	....	1	....	63
66 "	1	....	66	....
68 " .....	....	1	....	68
338 "	1	....	338	....
350 "	1	....	350	....
351 " .....	....	1	....	351
360 " .....	....	1	....	360
Totals.....	3,124	3,202	4,977	5,148

TABLE 19.
GRAPH 3.

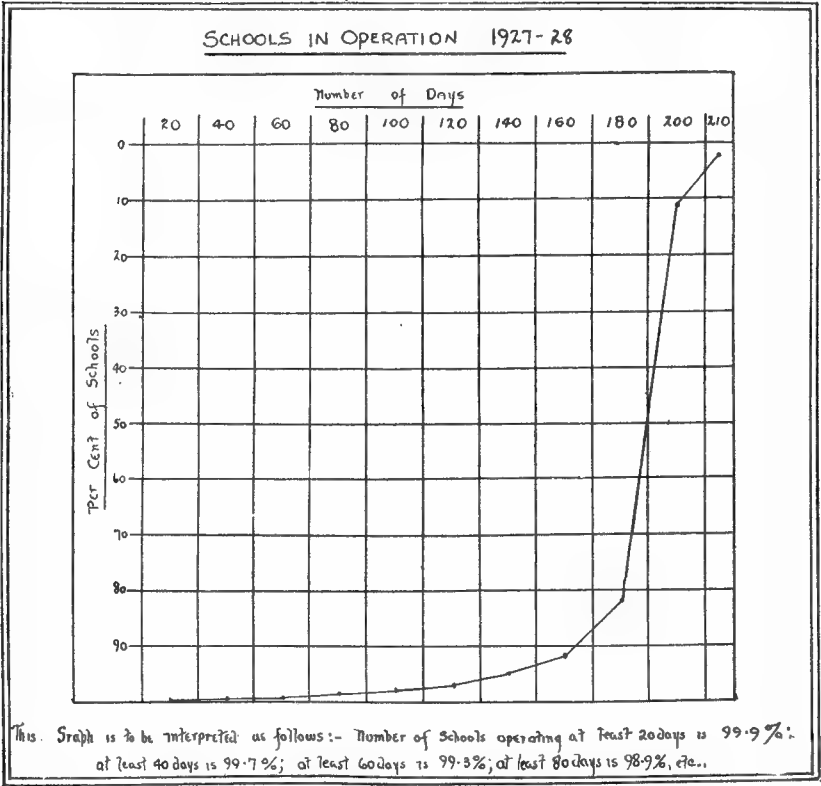


TABLE 20.
GRAPH 4.

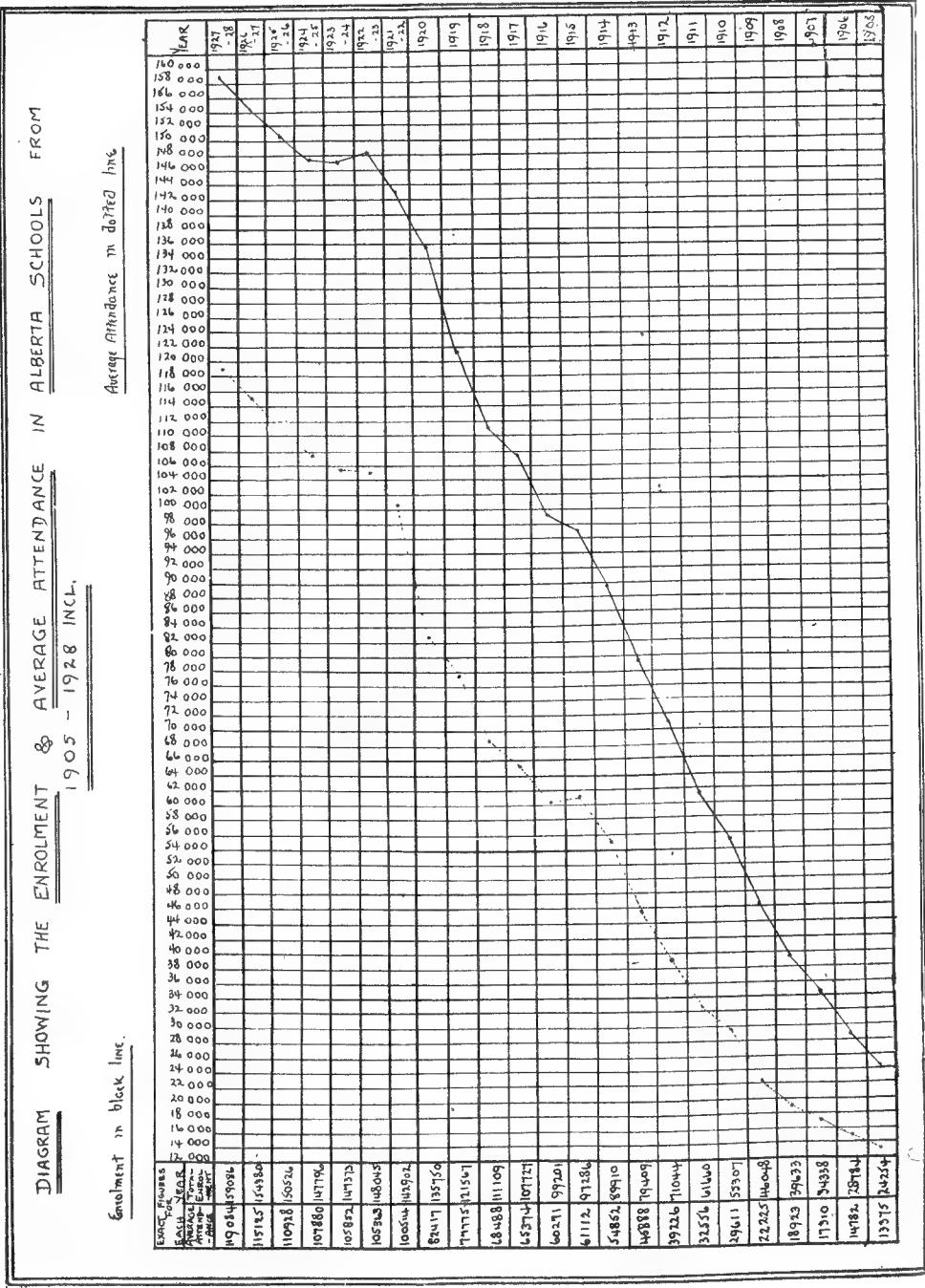


TABLE 21.
GRAPH 5.

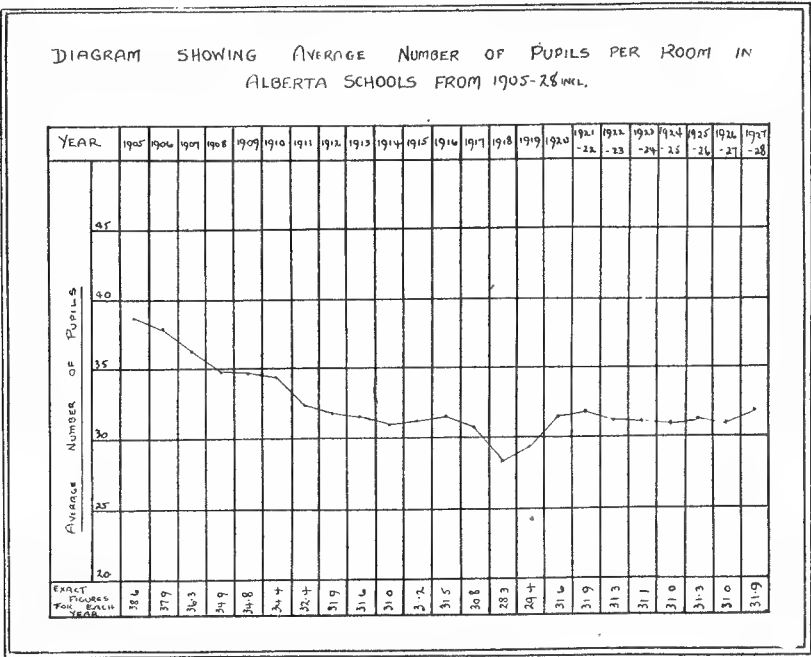


TABLE 22.

	1926-27	1927-28
1. Aggregate number of days attended during the year	21,873,351.5	22,613,638
2. Average number attending each day.....	115,124.78	119,084.01
3. Average monthly percentage of attendance	86.56	87.36
4. Average number of days school was open during the year	188.40	184.61
5. Average number of days pupils attended during the year	141.66	142.15
6. Average number of days lost by pupils during the year	68.34	67.85
7. Percentage proportionate of total attendance to average attendance	75.22	74.85
8. Percentage proportionate of Secondary to Elementary grades	11.95	12.92

The length of school year shows a decrease from the previous year due to the epidemic prevalent in the Province in the fall of 1927. The average number of days attended by pupils, however, shows a slight increase. The number of days lost by pupils is based on a school year of 210 days. The school time lost by pupils is 23 per cent. of the time schools were in operation. Schools of cities and towns operated less than 200 days for the most part. Grade I to VIII are Elementary and grades IX to XII are Secondary.

200 days for the most part. Grades I to VIII are Elementary and grades shows an increase of nearly 1 per cent. The average monthly percentage of attendance also shows an increase of .8 per cent.

TABLE 23.

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905-1928 INCL.

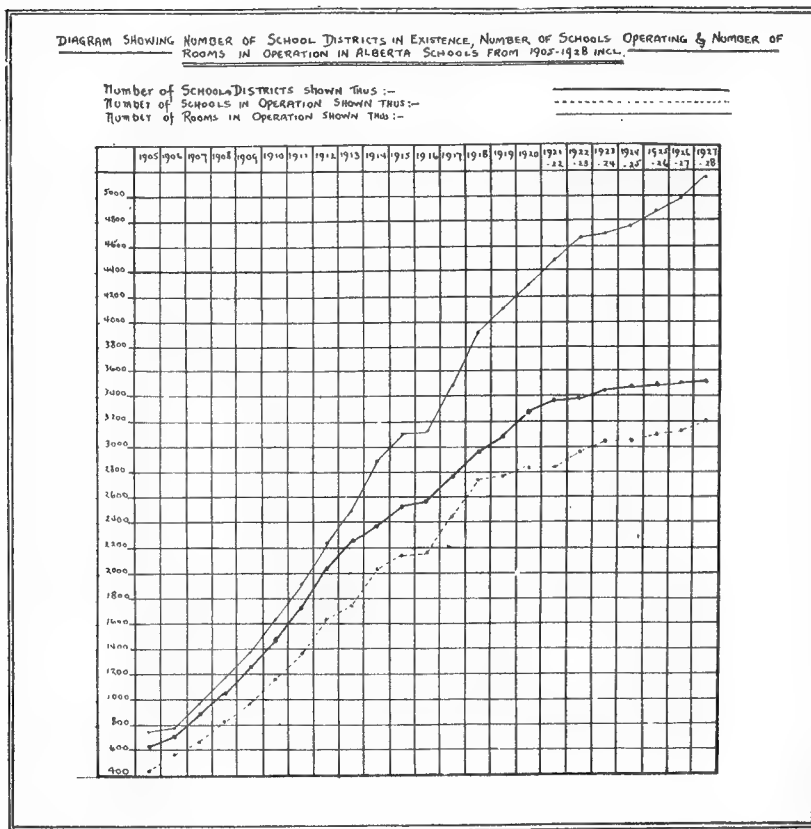
Year	No. of S.D. in existence	No. of S.D. in operation	No. of rooms in operation	Percentage of S.D. in operation	Average length of school year	Average monthly percentage of attendance
1905	602	476	628	79.07	174.4	.....
1906	746	570	760	76.41	183.2	.....
1907	902	694	945	76.94	159.6	.....
1908	1,070	851	1,135	79.53	160	.....
1909	1,250	970	1,323	77.60	163.2	.....
1910	1,501	1,195	1,610	79.60	158.3	.....
1911	1,784	1,392	1,902	77.90	157	.....
1912	2,029	1,600	2,229	78.85	178.8	.....
1913	2,235	1,705	2,511	71.81	178.3	.....
1914	2,360	2,027	2,898	85.89	181.4	.....
1915	2,478	2,138	3,082	86.36	181.5	.....
1916	2,598	2,170	3,143	83.33	184.1	.....
1917	2,773	2,471	3,497	89.11	182.5	.....
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	87.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36

This comparative table demonstrates how rapid has been Alberta's growth. It shows that in 1928 there were nearly seven times as many schools in operation as in 1905, and the number of rooms in operation has increased over eight times the number in 1905.

The regularity of attendance has increased .8 per cent. The data in this regard are not available prior to 1918.

TABLE 24.

GRAPH 6.



DEPARTMENT OF EDUCATION

TABLE 25.
RECEIPTS AND DISBURSEMENTS.
SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL
DISTRICTS FOR THE YEAR 1927.

RECEIPTS	
Cash on hand January 1, 1927.....	\$ 1,670,088.97
Proceeds from Debentures	503,129.85
Taxes collected	8,901,979.32
Government Grants	1,218,572.62
Pupils' Fees	113,863.01
Borrowed by Note	967,530.57
Amount advanced by Treasurers.....	4,882.19
Received from other sources	215,185.73
	<u>\$13,595,232.29</u>
DISBURSEMENTS	
Teachers' Salaries	\$ 5,899,839.00
Official Salaries	332,115.16
Paid on Debentures	1,211,233.69
Paid on Notes (Renewal and interest).....	1,278,206.57
School Buildings and Repairs	980,703.89
School Grounds	109,920.29
School Furniture	155,355.02
Library and Reference Books	21,913.22
Apparatus and Equipment	44,834.08
Supplies and Stationery	224,715.54
Caretaking and Fuel	818, 922.81
Insurance	69,810.55
Other Expenditures	560,418.58
Balance on hand December 31, 1927.....	1,887,243.89
	<u>\$13,595,232.29</u>

TABLE 26.
COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSE-
MENTS OF TOWN, VILLAGE, AND RURAL SCHOOL
DISTRICTS FOR THE YEAR 1927.

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand, Jan. 1, 1927.....	\$ 746,222.67	\$ 923,866.30
Proceeds of Debentures	380,167.54	122,962.31
Taxes collected	5,793,626.80	3,108,352.52
Government Grants	637,937.44	580,635.18
Pupils' Fees	84,544.62	29,318.42
Borrowed by Note	507,191.88	160,335.69
Amount advanced by Treasurers	1,225.12	3,657.07
Other sources	154,089.14	61,096.59
Total.....	<u>\$8,305,008.21</u>	<u>\$5,290,224.08</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,520,406.83	\$2,379,432.17
Official Salaries	197,151.00	134,664.16
Paid on Debentures	1,022,263.13	188,970.56
Paid on Notes (Renewals and Interest).....	801,988.75	476,217.82
School Buildings and Repairs	665,819.36	314,884.53
School Grounds	46,845.34	63,074.95
School Furniture	78,425.12	76,929.90
Library and Reference Books	8,181.15	13,732.07
Apparatus and Equipment	23,010.61	21,823.47
Supplies, Stationery, etc.	147,373.98	77,341.56
Caretaking and Fuel	552,009.94	266,912.87
Insurance	46,795.49	23,015.06
Other Expenditures	316,267.39	244,151.19
Balance on hand December 31, 1927.....	878,170.12	1,009,073.77
Total.....	<u>\$8,305,008.21</u>	<u>\$5,290,224.08</u>

TABLE 27.

COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES
OF TOWN, VILLAGE, AND RURAL SCHOOL
DISTRICTS FOR THE YEAR 1927.

ASSETS	Town and Village Districts	Rural Districts
Cash on hand	\$ 878,170.12	\$1,009,073.77
Arrears of Taxes due	2,130,525.75	2,694,815.47
Estimated value of Land and Buildings.....	15,024,892.72	4,664,151.85
Estimated value of Furniture and Apparatus	1,581,195.87	1,148,588.67
Estimated value of School Libraries.....	122,792.36	247,200.62
Other Assets	677,912.09	215,231.18
	<u>\$20,415,488.91</u>	<u>\$9,979,061.56</u>
LIABILITIES		
Teachers' Salaries	\$ 25,993.14	\$ 58,784.79
Debenture Indebtedness	9,639,773.18	934,859.75
Outstanding Accounts	883,366.29	865,753.38
Amounts due Treasurers	1,086.06	2,472.22
Excess of Assets over Liabilities.....	9,865,270.24	8,117,241.42
	<u>\$20,415,488.91</u>	<u>\$9,979,061.56</u>

TABLE 28.

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL
DISTRICTS FOR THE YEAR 1927.

ASSETS	
Cash on hand	\$ 1,887,243.89
Arrears on Taxes due	4,825,341.22
Estimated value of Land and Buildings.....	19,689,044.57
Estimated value of Furniture and Apparatus	2,729,784.54
Estimated value of School Libraries	369,992.98
Other Assets	893,143.27
	<u>\$30,394,550.47</u>
LIABILITIES	
Teachers' Salaries	\$ 84,727.93
Debenture Indebtedness	10,574,632.93
Outstanding Accounts	1,749,119.67
Amounts due Treasurers	3,558.28
Excess of Assets over Liabilities	17,982,511.66
	<u>\$30,394,550.47</u>
Total Insurance on Property.....	<u>\$15,585,321.45</u>

TABLE 29.
COMPARATIVE COST OF EDUCATION.

	1926-27	1927-28
IN ALL SCHOOLS:		
Cost per pupil per year according to enrolment.....	\$ 59.18	\$ 59.50
Cost per pupil per year according to average attendance	79.37	79.49
Average cost per pupil for each day in attendance..	.421	.421
IN UNGRADED SCHOOLS:		
Cost per pupil per year according to enrolment.....	55.40	56.18
Cost per pupil per year according to average attendance	82.50	83.68
Average cost per pupil for each day in attendance..	.448	.448
IN GRADED SCHOOLS:		
Cost per pupil per year according to enrolment.....	61.83	61.67
Cost per pupil per year according to average attendance	77.66	77.09
Average cost per pupil for each day in attendance..	.394	.39
IN TOWN AND VILLAGE SCHOOLS:		
Cost per pupil per year according to enrolment.....	51.91	51.57
Cost per pupil per year according to average attendance	66.97	66.26
Average cost per pupil for each day in attendance..	.338	.338
IN CITY SCHOOLS:		
Cost per pupil per year according to enrolment.....	77.14	77.43
Cost per pupil per year according to average attendance	90.70	90.55
Average cost per pupil for each day in attendance..	.456	.465
IN CONSOLIDATED SCHOOLS:		
Cost per pupil per year according to enrolment.....	88.05	87.68
Cost per pupil per year according to average attendance	117.08	114.34
Average cost per pupil for each day in attendance..	.591	.59

This table shows a slight increase in the cost of operation in all schools for the year 1927-28.

TABLE 30.

TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND COST PER PUPIL BASED ON ENROLLMENT AND AVERAGE ATTENDANCE.

Year	Total Disbursement	Actual Cost of Operation	Average Cost per Pupil based on Enrolment	Actual Cost per Pupil based on Average Attendance
1905	\$ 477,906.28	.....	.....	.....
1906	422,006.25	.....	.....	.....
1907	1,793,952.86	.....	.....	.....
1908	2,393,681.25	.....	.....	.....
1909	2,735,858.20	.....	.....	.....
1910	3,362,393.33	.....	.....	.....
1911	5,025,773.48	.....	.....	.....
1912	6,667,281.81	.....	.....	.....
1913	8,684,186.04	\$3,211,542.71	\$40.19	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,459.42	4,028,592.61	44.69	71.16
1916	6,121,611.26	4,321,020.74	44.09	72.53
1917	6,595,562.61	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,523.59	6,430,231.41	52.89	85.99
1920	10,544,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,458.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,503.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.10	9,466,675.00	59.50	79.49

N.B.—Prior to 1913, information re cost of operation, etc., not available.

The cost of operation includes all salary payments, debenture coupons falling due during the year and paid, general maintenance, interest, etc., but does not include the amounts borrowed by note or renewals, nor cost of buildings, grounds, etc., covered by Debenture issues.

The average cost per pupil has increased slightly this year.

TABLE 31.

TEACHERS' SALARIES, 1927-28, IN ALL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	668	\$3,600.00	\$ 840.00	\$1,687.38
First Female	1,206	3,000.00	800.00	1,221.98
Second Male	755	2,700.00	840.00	1,173.13
Second Female	2,935	2,950.00	600.00	1,087.92
Third Male	60	1,620.00	860.00	1,027.58
Third Female	132	1,300.00	840.00	984.35
Provisional Male	4	1,500.00	1,000.00	1,125.00
Provisional Female	5	1,100.00	840.00	948.00
*Pending Male	1	1,000.00	1,000.00	1,000.00
*Pending Female	8	1,100.00	960.00	1,020.00
Special Male	30	3,100.00	800.00	2,398.33
Special Female	11	2,900.00	1,200.00	1,850.00

*Including unauthorized teachers and those whose standing has not been determined for Alberta.

TABLE 32.

AVERAGE SALARY OF TEACHERS, 1927-28.

Average Salary per year paid in Rural Schools.....	\$1,027.63
Average Salary per year paid in Town Schools	1,604.52
Average Salary per year paid in Village Schools	1,302.72
Average Salary per year paid in Separate Schools	1,074.97
Average Salary per year paid in Consolidated Schools.....	1,261.07
Average Salary per year paid in All Schools	1,200.64
Average Salary per year paid in Urban Schools	1,479.03

TABLE 33.
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE,
TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM
1906-1928 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of		Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village					School Buildings and Grounds	School Libraries	
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,870.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,571.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,290.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,370.32	2,241,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,336,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,486,014.29	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,951.67	5,632	2,964	191	14,863,976.33	181,387.86	8,827,683.37
1919	53,238	63,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,335.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,222.17	*50,179.18	5,213,011.25	5,320	3,301	86	18,055,485.21	301,364.86	12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	5,428,826.20	5,787	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,388	78	18,442,012.68	331,581.11	13,294,175.25
1923-24	67,455	79,918	44,138.26	61,713.88	5,443,217.53	5,727	3,409	23	18,068,293.17	337,289.08	14,580,843.29
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	5,737	3,409	24	18,379,211.59	364,403.00	15,415,937.14
1925-26	81,555	81,555	46,009.79	64,918.03	5,640,218.58	4,864	3,431	22	18,651,314.66	366,113.20	17,270,654.21
1926-27	73,942	80,438	49,826.69	65,998.09	5,899,839.00	5,133	3,463	40	19,028,847.66	368,982.03	17,185,184.00
1927-28	76,081	83,005	51,470.05	67,613.96	.. .. .	5,815	3,571	59	19,689,044.57	369,392.98	17,382,511.66

*For the June term only.

The figures given for amounts expended on teachers' salaries, number of teachers, number of schools organized and erected each year, values of school property, libraries, and excess of assets over liabilities are for the calendar year.
The value of school buildings and grounds shows an increase over the previous year. The excess of assets over liabilities shows a large increase.

TABLE 34.
SCHOOL DISTRICTS ERECTED DURING 1928.

Name	No.	Date of Erection	Twp.	Rge.	Mer.	Trustee
Dundee	4326	Jan. 5	32-33	13	4	J. J. Rehill
Spruce Lodge	4327	Jan. 12	56-57	10-11	5	
Prestville	4328	Jan. 13	77-78	4-5	6	C. J. Lampert
Rich Lake	4329	Jan. 13	63-64	11-12	4	M. Kumpula
Tompkins Lake	4330	Jan. 20	61-62	12	4	E. Squirrel
Larkspur	4331	Feb. 3	62-63	25-26	4	H. Ness
Hardindell	4332	Feb. 23	38-39	7-8	5	Arthur B. Cave
Reed Lake	4333	Mar. 12	60-61	25	4	J. T. Bowles
Gowanbrae	4334	Mar. 17	54	7-3	5	Peter Miller
White Cloud	4335	Mar. 20	46-47	5-6	4	Lee Babb
Clandonald	4336	Mar. 29	53	5-6	4	G. L. Maggs, Jr.
Celtic	4337	Apr. 4	57-58	11	4	E. MacDonnell
Marwayne	4338	Apr. 4	52	2-3	4	C. O. Quist
Poplar Dale	4339	May 2	61-62	25-26	4	Leo Devaux
Plover Lake	4340	May 18	28-29	11	4	James Douglas
Park Bend	4341	June 29	3	27-28	4	J. F. Forsyth
Warrensville	4342	July 3	84-85	23-24	5	W. Haight
Lac Magloire	4343	July 14	79	21	5	David M. Howie
Landry	4344	July 14	79	21-22	5	Doris Landry
Vega	4345	July 19	62-63	3	5	Oscar Bonstrom
St. Peter's	4346	July 19	43	15	4	F. J. Wesley
Derwent	4347	Aug. 9	54	7	4	G. J. Algot
Aspen Ridge	4348	Aug. 16	70	8-9	6	Roland S. Young
Baldur	4349	Aug. 16	73	9	6	Marius Larson
Robertson	4350	Aug. 16	19-20	19	4	Theo. S. Roseen
Pelletier	4351	Oct. 4	77	22	5	J. B. Guindon
Girouxville	4352	Oct. 4	77-78	22	5	A. B. Belanger
Gougeon	4353	Oct. 4	78-79	21-22	5	Odilon Begin
Egremont Village	4354	Aug. 20	58	21-22	4	Alex. Petrie
Rockvun	4355	Aug. 20	24-25	19	4	Thomas Dick
Heart Valley	4356	Aug. 21	75-76	2-3	6	Mrs. McDonald
Scapa	4357	Aug. 28	33	14-15	4	C. A. Hill
Midlandvale	4358	Aug. 28	29	20	4	J. N. Marsh
Sam Howe	4359	Sept. 5	20-21	13-14	4	Mrs. S. Howe
Beela	4360	Sept. 6	55-56	9-10	4	Fred Popowich
Nacotown	4361	Sept. 5	31-32	6	4	O. R. Hedges
La Salle	4362	Sept. 15	21-22	24	4	J. A. Macgregor
Driftwood Bend	4363	Sept. 21	11-12	16	4	Official Trustee
New Myrnam	4364	Oct. 5	54	8-9	4	H. H. Schmidt
Dawson Hill	4365	Oct. 6	24	2-3-4	5	Nick Bednarsky
Moose River	4366	Oct. 16	72-73	2	5	C. Gardner
Hesketh	4367	Oct. 19	28-29	21-22	4	Hugh McFarlane
Brocket	4368	Oct. 27	6-7	28-29	4	E. R. Peterson
Bad Heart	4369	Nov. 6	75-76	2	6	W. C. Miller
Sinclair Lake	4370	Nov. 13	73-74	11-12	6	C. Hennigar
Rivertop	4371	Nov. 14	73-74	2-3	6	Dick Kuntz
Mascot	4372	Nov. 16	45-46	5	4	E. H. Rycroft
Foothills	4373	Nov. 19	47	19-20	5	E. W. Beazley
Monticello	4374	Nov. 19	65-66	19	4	J. H. Hutchison
Crescent Hill	4375	Nov. 20	45	7-8	4	Official Trustee
Shoal Creek Heights...	4376	Dec. 5	61-62	2	5	J. J. LeBlanc
Niton	4377	Dec. 6	53-54	12-13	5	R. S. Fitzpatrick
Harmon River	4378	Dec. 13	81	20-21	5	R. White
Lac Cardinal	4379	Dec. 13	84	24-25	5	R. Shields
Weberville	4380	Dec. 13	84-85	21-22	5	Andrew Gall
Coe	4381	Dec. 18	31	3-4	4	Alfred Mash
Rural High School Districts						J. I. Weber
Berwyn	10	Aug. 3	81-82-83	23-24-25	4	W. Cudney
Roman Catholic Separate Districts						
Saint Joseph	28	Feb. 4	71-72	5-6	6	E. M. Lanclot
Protestant Separate						
Duclos	2	Oct. 11	60-61	5-6	4	Fabien Vezeau
School Districts Dis-organized during 1928						
East Retlaw	3692	Mar. 19	12-13	16	4	
North East Retlaw	3693	Mar. 19	13	16	4	
Berhometh	1499	Sept. 7	55	13-14	4	

TABLE 35.
REPORT OF PRIVATE SCHOOLS.
ELEMENTARY AND SECONDARY FOR THE SCHOLASTIC YEAR
ENDING JUNE 30th, 1928.

Number of Colleges reporting, 26.			
	Male	Female	Total
No. of Teachers in Residence	47	78	125
No. of Teachers not in Residence.....	25	34	59
No. of Pupils in Residence	937	797	1734
No. of Pupils not in Residence	638	973	1611
No. of Pupils also enrolled in publicly controlled schools	22	50	72
No. of Pupils doing work of Elementary Grades	701	882	1583
No. of Pupils doing work of Secondary Grades	555	475	1030
No. of Pupils doing Special Work only.....	319	413	732
Total Enrolment	3,345		
Average Attendance	2,838.67		
Average number of days School operated.....	194.2 days		
Length of course in years	4 to 14 years		
SCHOOLS UNDER CONTROL OF:—			
(a) Church	8		
Corporation	2		
Society	4		
Private Individuals	12		
(b) Religious Denominations	17		
Non-Sectarian	9		

TABLE 36.
PRIVATE SCHOOLS.
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY.
Academic School Year Ended June 30th, 1928
(JULY 1st, 1927, TO JUNE 30th, 1928)

	Sex	5 yrs and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I	Boys	36	44	39	16	12	2	1	3	1	1	1							155
Grade I	Girls	29	52	43	18	10	3	4	3	3	2	2		1					170
Grade II	Boys	3	3	22	25	15	4	1	2			1							73
Grade II	Girls		5	33	39	11	5	3	2										99
Grade III	Boys			3	16	27	18	8	1										74
Grade III	Girls			4	28	40	21	4											96
Grade IV	Boys				4	12	31	16	6	3	1								73
Grade IV	Girls					22	40	19	7	4									106
Grade V	Boys					3	18	25	22	10	4	1							83
Grade V	Girls					5	29	43	28	12	4								121
Grade VI	Boys					1	6	25	47	22	11	6	4	1					122
Grade VI	Girls					7	29	36	19	22	12	7	3	1					115
Grade VII	Boys					4	1	12	23	14	14	2	1						57
Grade VII	Girls					7		28	35	22	22	11	2						106
Grade VIII	Boys							3	15	15	22	14	5	2	1			1	64
Grade VIII	Girls							8	1	18	21	16	6	4	2	1			69
Grade IX	Boys							1	4	12	7	88	72	39	17	7	4	8	327
Grade IX	Girls							4	6	18	19	102	76	28	16	6	2	5	344
Grade X	Boys									3	18	55	71	64	32	10	10	12	276
Grade X	Girls									3	18	65	84	63	38	15	8	16	295
Grade XI	Boys										1	12	36	48	43	22	11	21	194
Grade XI	Girls										2	14	30	45	45	19	15	17	187
Grade XII	Boys											3	4	15	18	14	10	13	77
Grade XII	Girls											2	5	8	19	12	6	10	62
Totals by Sex	Boys	36	47	64	61	69	80	80	100	90	149	182	193	169	111	53	36	55	1575
Totals by Sex	Girls	29	57	80	89	89	105	109	111	114	172	220	208	149	121	53	26	38	1770
Grand Totals		65	104	144	150	158	185	189	211	204	321	402	401	318	232	106	62	93	3345

TABLE 37.
REPORT OF BUSINESS COLLEGES (Private)
For the Scholastic Year Ended June 30, 1928.

Number of Colleges reporting, 5.

	Male	Female	Total
No. of Instructors.....	20	31	51
No. of Students enrolled.....	979	1491	2470
No. of Students in Day Courses.....	735	1169	1904
No. of Students in Night Courses (not also in Day Courses)...	244	322	566
AVERAGE NUMBER OF DAYS COLLEGES OPERATED:			
For Day Courses			231.25
For Night Courses			76.33
AVERAGE NUMBER OF HOURS OF SESSION:			
For Day Courses			5.60
For Night Courses			2.72
SYSTEMS OF SHORTHAND:			
Gregg			3.12
Pitman ..			5.23

TABLE 38.
COURSES OR COMBINATION OF COURSES.

Students During Year				
	Day Courses		Night Courses	
	Male	Female	Male	Female
ACADEMIC:				
Public School	45	30	23	27
High School	40	50	35	50
Correspondence	100	100	....	....
COMMERCIAL:				
Book-keeping	138	239	106	136
Shorthand	77	422	69	214
Penmanship	58	91	51	72
Office Routine	45	175	54	102
Rapid Calculation	27	50	23	42
Telegraphy	35	7	20	5
MUSIC AND EXPRESSION	350	410	....	..
(Day and Night Courses)				
	915	1574	381	648
TUITION FEES:				
	By Month		For Course	
Day Courses	\$13.00-\$20.00		\$90.00-\$110.00	
Night Courses	6.00- 6.50		40.00- 45.00	
NORMAL TIME FOR GRADUATION (Day and Night Courses). . . 6 to 18 months				

TABLE 39.
STUDENTS IN EACH OF THE FOLLOWING BRANCHES OF
SUBJECTS.

Subjects Offered	Students	
	Male	Female
Arithmetic	150	90
Book-keeping	244	376
Business Practice	150	266
Civics	60	70
Commercial Law	40	10
Commercial Geography	40	10
Correspondence	215	529
English Literature	250	250
English Composition	375	529
Filing	50	232
French	60	70
Business Papers	47	135
Office Routine	158	385
Penmanship	291	622
Rapid Calculation	135	132
Spelling	292	484
Adding Machine	5	35
Typewriting	262	638
Mechanical Book-keeping	5	25
Mimeograph	5	25

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